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AUTHOR Flamer, Mary Guess
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ABSTRACT

This volume provides an annotated listing of successful educational programs involving parents which are now in practice in local school districts of New Jersey. Also presented is an overview of parent and citizen involvement within the New Jersey Department of Education. The first section of this resource book classifies programs into five categories of parent involvement: parent as learner, parent as teacher, parent as resource, parent as decision maker, and a fifth listing which includes programs characterized by more than one type of involvement. Within each category the programs are listed alphabetically and a uniform, descriptive format is used which includes a parent involvement descriptor, an overview of the program, products (if any), and the project contact person. Section two includes a program overview of the bureaus and branches of New Jersey's Department of Education that have citizen involvement, a description of the parent involvement component, the rules and regulations where applicable, the services provided and any related publications. (Author/MP)

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PARENT INVOLVEMENT PROGRAMS IN NEW JERSEY

Fred G. Burke
Commissioner of Education

Gustav H. Ruh
Deputy Commissioner of Education

Catherine Havrilesky
Assistant Commissioner, Division of School Programs

Prepared by:
Mary Guess Flamer
New Jersey State Department of Education
Division of School Programs
225 West State Street
Trenton, New Jersey 08625

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We are pleased to present PARENT INVOLVEMENT PROGRAMS in New Jersey. The volume contains an annotated listing of successful educational programs involving parents which are now in practice in the local school districts of New Jersey and in the Department of Education.

Research suggests a strong relationship beween academic success and parent involvement—the greater the involvement, the better the likelihood of academic accomplishment. Accordingly, local districts should increase parent involvement as a strategy for improving their children's academic performance.

The volume has two sections: The first lists programs in five categories of involvement: Parent as Learner, Parent as Teacher, Parent as Resource, Parent as Decision Maker, and a fifth listing which includes programs characterized by more than one type of involvement. The second section includes an overview of parent involvement within the Department of Education.

We hope this resource publication will enable educators and parents to advance their efforts toward educational improvement and creative programming for their children.

Sincerely,

Fred G. Burke
Commissioner

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Introduction

PARENT INVOLVEMENT PROGRAMS in New Jersey comprises an annotated listing of successful educational programs that involve parents in local school districts throughout New Jersey and an overview of parent and citizen involvement within the Department of Education. The Parent Involvement Project recognized that both the educational staff and parents needed to be aware of not only the many programs which include parents in a variety of capacities and roles but also the areas of parent involvement existing in the Department.

The book was compiled in answer to the numerous requests for information on operative parent involvement programs. Those selected reflect recommendations of county superintendents and department staff. Many have been judged effective by parents; teachers or administrators; several achieved validation following analysis of student improvement. In compiling this book, no attempt was made to evaluate program effectiveness statistically. All programs selected include parents involved in a meaningful attempt to affect their children's achievement. We realize that this is not a definitive listing, but it is hoped that later editions will be more comprehensive.

This volume serves three purposes for administrators, parents and teachers. First, it is a reference. Second, since research suggests the existence of a positive correlation between parent involvement and student achievement, the book attempts to promote parent involvement as another means of improving the quality of education. Third, the book recognizes district programs and parents involved in them for their arduous efforts in promoting student achievement.

The first section of this resource book classifies programs into the six categories of parent involvement:

Parent as Learner: This type of involvement attempts to improve the family's capabilities to provide a home environment for the child in areas related to school success. It assumes that a body of knowledge and practices exists that is necessary for success in school and life. The parents develop a better self-concept, increase their own competencies, develop a better attitude toward school, increase their perception of what they may accomplish with and expect from their children, and keep abreast of issues and matters pertinent to the child's education.

Parent as Teacher: This type of involvement recognizes the parent as the first and primary teacher, and the parent-child relationship as more intense, enduring and personal than any other. Parents, through training and education, actually assist in the education of the child. Activities may occur in the classroom, in the school building, at home, and in the community.

Parent as Resource: The talents and skills of parents and citizens are considered valuable contributions to education. Parents are also encouraged to share their opinions about educational governing matters, based on the assumption that schools become more responsive to local values, needs and aspirations.

Parent as Decision Maker: Parents are involved in the decision making process cooperatively with the educational staff and governing bodies in order to provide an accountable educational system.

Programs with several types of Parent Involvement: This comprises a diverse combination of any of the four preceding categories of involvement.

Within each category the programs are listed alphabetically. A uniform, descriptive format is used which includes: the *descriptor* of parent involvement; *the overview of the program;* the *products* if they exist; and the *contact* person.

Section two includes a *program overview* of the department's branches and bureaus that have citizen involvement; a description of the *parent involvement component;* the *rules and regulations* where applicable, the *services* provided; and the *publications* available.

Funding sources for the programs fit into four categories: federal, state, district and self-generated funds. Some funding agencies require in-depth program plans and these requirements are reflected in the lengths of some descriptions in this volume.

As the local districts and parents plan for the future, the successful programs described in this resource book can well advance their efforts toward educational improvement and creative programming for their children.

I. Parent Involvement Programs in New Jersey

A. Parent As Learner

Child Help and Mainstreaming Project (CHAMP)

New Providence Borough, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW:

Project CHAMP, developed under Title IV-C funds, identifies, diagnoses, and remediates early childhood learning difficulties through a mainstreaming approach. A mainstreaming program has been established for preschools and day care centers as well as for small self-contained classrooms for children with more severe handicaps. In-service training is offered to preschool teachers and a parent education program has been initiated. Project CHAMP demonstrates that public school cooperation with nursery schools and day care centers can provide a continuity of services for preschool handicapped children.

Project CHAMP serves three populations: preschool handicapped children, three to six years old; preschool teachers in nursery schools, day care centers, and kindergartens; and parents of preschool handicapped children.

The project is designed to improve:

—The preschool handicapped children's abilities in both the cognitive and affective domains.

—The teacher's understanding of preschool handicapped children.

—Mainstreaming techniques.

PARENT INVOLVEMENT COMPONENT:

The project helps parents understand and accept their pre-school handicapped child.

—Home visits are made by the staff to explain the program.

—Parents' meetings are held to discuss early childhood issues.

—Referral services are provided for parents who need help beyond the program.

PRODUCTS

Curriculum Manual
In-service Training Manual
Assessment Manual
Parent-Training Manual

CONTACT: Coordinator, 340 Central Avenue, New Providence, New Jersey 07974, (201) 464-6017.

Developmental Activities Program (DAP)

Mount Laurel, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW:

DAP is a program for children who display a developmental lag because of age, lack of environmental experience or slow maturity rate. Although eligible for kindergarten, these children are not quite ready, and individualized instruction is provided. All incoming kindergarten children are screened each spring to evaluate their readiness. The children selected for DAP usually participate in a four-week summer program. Based on their mastery of skills, they are recommended either for first grade, kindergarten or second grade.

PARENT INVOLVEMENT COMPONENT:

The parent program has two parts:

1. Orientation to kindergarten, including skills mastery needed for entry and how parents can help.
2. Advisory Council to share information with parents and heed their concerns.

CONTACT: Director of Special Services, Mount Laurel Township Schools, Mount Laurel Road, Mount Laurel, New Jersey 08054.

Educational Services for Schoolage Parents

New Brunswick, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Educational Services for Schoolage Parents provides educational, nutritional, social, and health services to pregnant schoolage students. Through this comprehensive, optional program, students are provided with highly motivated teachers who emphasize academic achievement, maternal and child health, and nutrition, all taking place in small classes.

The Center's staff works closely with many persons and agencies to identify pregnant teenagers. Once a student has been identified, the community counselor and staff nurse visit her home to explain the services available at the Center and invite her and her family to the Center for an orientation.

While still attending regular classes, participants come to the Center for medical, dental, and social services and to begin preparation for a healthy prepartum experience. Within a short period of time, the girls stop going to their regular classes and come to the Center daily for academic work and instruction in family life education. After the birth of their babies, the students return to the Center for a final six weeks of instruction. During this time the pediatricians who work as consultants for the district visit the Center to examine the babies and talk to the mothers about the immediate and long term health care which the infants will require.

Family life education includes instruction in nutrition, food preparation, sewing, and consumer education. Two home economists not only provide information and teach skills, but also develop the students' pride in, and appreciation of, home and family life. A fundamental part of the program is the daily preparation of a limited breakfast and a full lunch at the Center. The Homemaking Specialist purchases the food and supervises preparation and serving. Students learn the most effective techniques of food preparation and cleanup, good nutrition and food buying; and the importance of a well-balanced diet for their own health and that of their babies.

The second component for the family life education program is instruction in anatomy, physiology, and human growth and development, provided by the staff nurse. The birth process is studied in detail. Students are trained in breathing and relaxation techniques; visit the labor and delivery rooms of a local hospital and learn how to care for an infant.

This educational program is designed to alleviate detrimental factors well known in teenage pregnancy, such as poor academic motivation and achievement and a significantly higher infant mortality rate and lower birth weight than are found in babies of other age groups. More than 89 percent of the participants return to complete high school.

This program was developed under Title III-IVC funds, and validated for state and national dissemination.

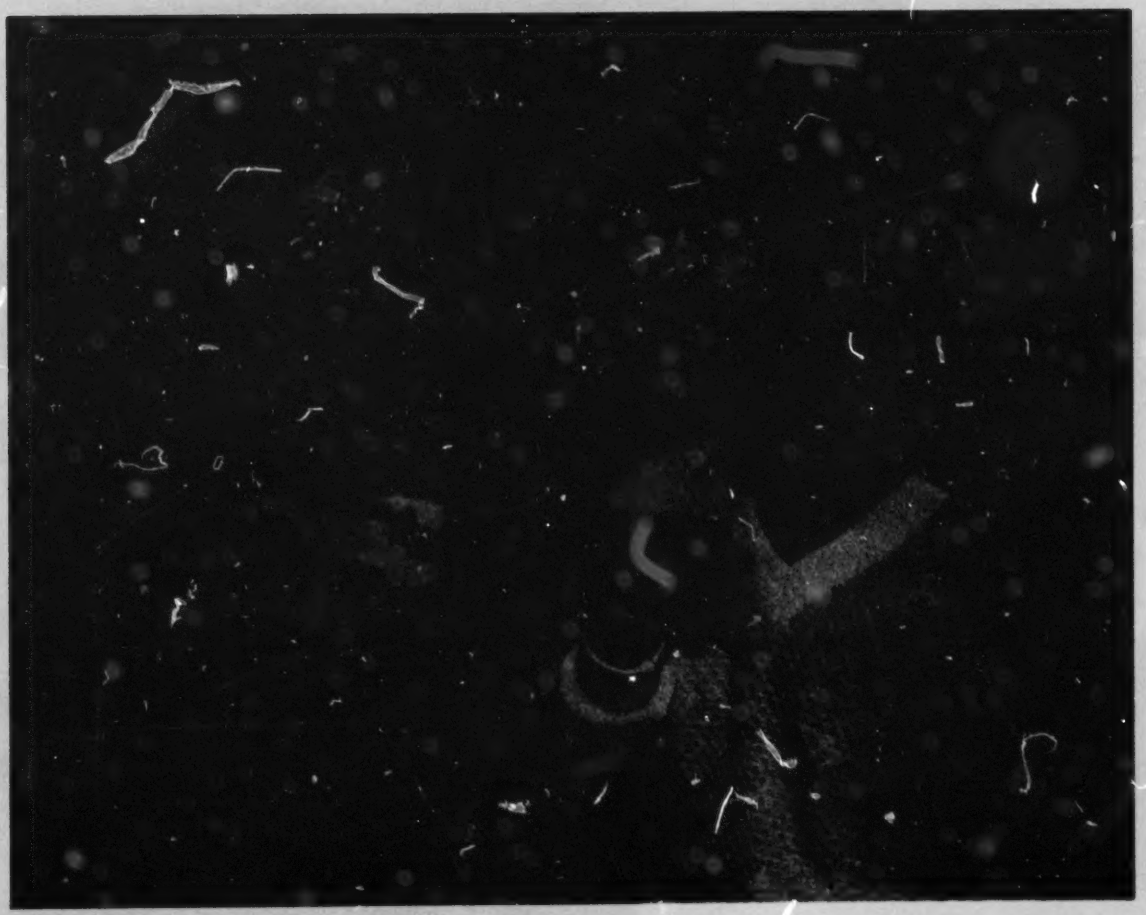
PRODUCTS:

—"Educational Programs That Work—A Technical Brief"

—"Educational Services For Schoolage Parents"—filmstrip and tape that gives an overview of the Family Learning Center

—"Educational Services For Schoolage Parents"—resource manual for administrators and teachers

CONTACT: Director, Pupil Personnel Services, New Brunswick Board of Education, 24 Bayard Street, New Brunswick, New Jersey 08901, (201) 745-5169.



ESAA—Emergency School Aid Act

Piscataway, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

ESAA, was funded to reduce minority group isolation in schools and school activities. The Piscataway school district designed a plan for desegregation which will result in educational improvement for all children and their parents in five schools in Piscataway.

Located in the five target schools are Parent Resource Rooms which house educational materials available for loan by parents. Parent volunteers staff the Resource Center. If parents cannot attend the center, each month they receive a listing of items in the Resource Center and a coupon that can be filled out and returned. The staff will send the materials to the parent. Teachers may refer parents to specific items to help their children.

Workshops and programs usually deal with educational or behavioral topics such as: make-take workshops; Saturday fine arts program for children in which a wide range of the arts are offered to children while their parents watch; and presentations on understanding child behavior. All programs are advertised.

PRODUCTS:

Newsletter—distributed monthly including pictures and articles on the children.

Parent Handouts—which include announcements and Parent Resource Room information.

CONTACT: Coordinator of ESAA, Grandview School Annex, North Randolphville Road, Piscataway, New Jersey 08854, (201) 981-0700 ext. 326.

The Extended Learner

Rockaway Township, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW:

A program for gifted children, grades three through six, includes: an identification profile, self-directed learning materials and a parent awareness model.

The instruction is mainstreamed in the regular classroom using an Individual Education Plan. There is strong emphasis on life-coping skills.

PARENT INVOLVEMENT COMPONENT:

The parent awareness component consists of ten sequential workshops which explore the characteristics of the gifted student; effective communication skills with children; and reinforcing activities to carry out at home.

The model is appropriate for parents of gifted children of all age.

PRODUCTS:

Parent Awareness Model—Explicit directions for instructor.

60 experiential handouts for parents.

CONTACT: Mary Lou Welsh, Project Director, Rockaway Township Public Schools, Box 500, Rockaway, New Jersey 07866, (201) 627-8200 Ext. 50.

The Family Network as a Support System for Student Effectiveness

West New York, New Jersey

DESCRIPTOR: Parent as Learner

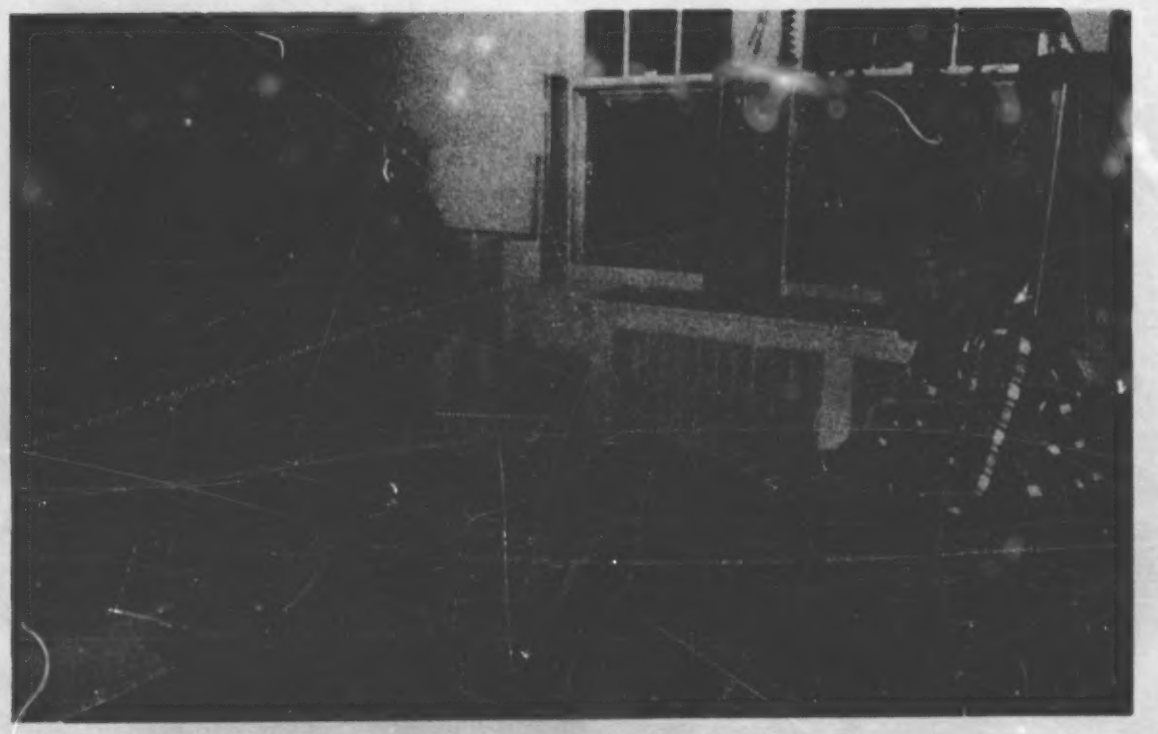
PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The program is designed to provide an intense educational experience for students and parents in a family unit; to conserve those families which are functioning well; and to provide new techniques and support for those families which are not functioning at an acceptable level.

Children in families that are under stress will not do well in school; thus, by involving families that are voluntarily looking for help, communication should be improved, with improvement in school work.

The Family Network project includes peer counseling among adolescents and minority groups. The project is based on activities which include peerism through inter-family consultation and teaching seminars to train families in network abilities which family therapists have been traditionally using to improve family systems. One workshop is offered for Spanish speaking people only. Another major objective is staff development, through intensive training of district staff so that by the end of the second year, the school staff will have acquired skills needed for all ongoing training. Monitoring and supervision by two staff consultants will continue throughout project activities.

CONTACT: Project Director, West New York Public Schools, 100 51st Street, West New York, New Jersey 07093, (201) 861-2000.



Family Resource Infant Center

Princeton, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The Family Resource Infant Center is a parent education and family support center based on the philosophy that parents are the most influential teachers of their young children. To this end, a relationship is established between the family, schools and medical profession. Discussion groups, guest speakers, workshops, referral services and a toy and book lending library are available to participants. Child care services are provided while parents are involved in the Center's activities. Courses are offered throughout the year. There are several levels of memberships in the Resource Center which financially support the Center.

CONTACT: Family Resource Infant Center, Box 3010, Princeton, New Jersey 08540, (609) 448-7908.

Keyboard Learning Experiences for Sixers (KLEFS)

Hamilton Township, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW:

KLEFS is designed to teach sixth grade students cognitive and affective behaviors. The keyboard experiences are coordinated with a multi-media approach which uses tape recordings, overhead projection, records, films, and workshops. Professional performers are recruited from the community to stimulate student interest.

Three of the major goals accomplished by the project are as follows:

—Opportunity is provided for the sixth grade students of the middle school to learn music as a communicative process by developing skills of rhythm, melody, harmony, and form. Students could learn to perform simple songs, scales, or read music.

—Via keyboard experiences, students are encouraged to broaden their musical interest, develop a sensitivity to a variety of music and improve self-concepts, feelings, attitudes, values, motivation, and aspirations.

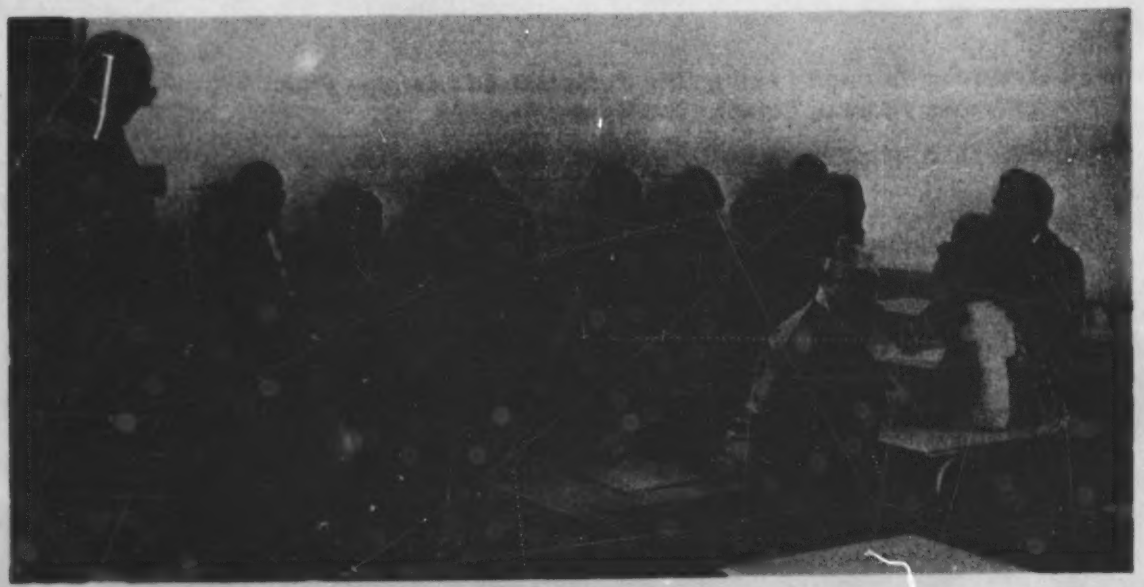
—Parents and classroom teachers participate in the program during evening workshops and by observing students' motivation, improved self-concepts, and improved musical behaviors.

Possible programming in the future might be included in the adult school, as an elective in the high school, and for the entire middle school. Non-public school children in the other grades participate in a summer school KLEFS program.

PARENT INVOLVEMENT COMPONENT:

Parental involvement in the program is encouraged. About 15 programs a year are arranged for parents to acquaint them with the children's development, explain the program, and review the grant proposal.

CONTACT: Project Director/Director of Bands, Nottingham Middle School, 1055 Klockner Road, Trenton, New Jersey 08619, (609) 586-4820.



Learning Through Coping—Preschool Instruction for the Exceptional (Project PIE)

Northvale, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW:

Developed under Title IV-C funds, the validated program for preschool children, ages three to five, prepares the handicapped child to enter and succeed in the school system through an adaptation coping program and helps the families cope more effectively with their handicapped children.

The goals for the child are to increase the child's ability to cope with self: to increase the child's ability to cope with the environment; and to increase the child's educational skills in language, perceptual and motor skills, socialization, self-help and school readiness.

The program seeks to diminish habitual behaviors that make children less open to learning. It maintains an advisory link between the Learning Through Coping preschool and other involved nursery and elementary schools. Training and awareness workshops are available.

PARENT INVOLVEMENT COMPONENT:

Parent Support System:

Learning Through Coping recognizes that parents have needs as individuals that must be met so that they can effectively work with the child. Therefore, counseling is provided to alleviate any feelings of guilt by the parent and to encourage adaptive coping in the family. The goals for the parents are to increase the parent's ability to cope with the child by increasing understanding of the child's special needs; to increase the parent's ability to cope with his own and family needs as a result of impact of having a special child; and to acquire skills to help increase the child's competence.

PRODUCTS:

Manuals: **Learning Through Coping: The Personalized Learning Plan**
Learning Through Coping: The Parent Program

PIE Program—Demonstration Center of Learning Through Coping

CONTACT: Learning Through Coping, Preschool Instruction for the Exceptional, 191 Walnut Street, Northvale, New Jersey 07647.

NIMS—Newark Instructional Management System

Newark, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW:

NIMS is a criterion-based assessment program in reading and math for elementary students in grades one through eight and Special Education classes where applicable. The NIMS assessment produces a computer printout that measures what the child has learned, the skills that need review and skills that need to be learned. Also, the printout lists materials available in the classroom to meet these needs for the teacher. It is hoped that student performance will be improved by improving teacher effectiveness throught the implementation of a diagnostic/prescriptive approach to instruction. The program is in the first of three phases.

PARENT INVOLVEMENT COMPONENT:

Parents, told of the NIMS program by the building principal, are expected to have a specific understanding of their child's needs, with proof that the needs are being met; and are provided a guide of home tasks to do with their children. The Newark school system hopes that this program will create and strengthen the communication link between home and school.

PRODUCTS:

Computer printout on students' strengths and weaknesses with a guide for "at home tasks" and in classroom instructional materials.

CONTACT: Administrative Supervisor, Office of Reading, Board of Education, 2 Cedar Street, Newark, New Jersey 07102.

Old Bridge Library

Old Bridge, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW:

The Old Bridge Public Library provides frequent course offerings for parents and their children. Under a Title IV-C grant, they set up a Parent Education Resource Center containing a special collection of materials.

PARENT INVOLVEMENT COMPONENT:

Types of library programming:

—Parents learning about books and the library

—STEP—Systematic Training For Effective Parenting

—Great toys and where to find them

CONTACT: Children's Librarian, Old Bridge Public Library, 1 Old Bridge Plaza, Highway 516 and Cottrell Road, Old Bridge, New Jersey 08857, (201) 679-5622.

Parents and Children Together Organized for Learning (PACTO)

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW:

Parents and Children Together Organized for Learning aims to motivate parents to become involved in their children's learning while improving their own literacy. The target populations are Hispanic and Portuguese parents of preschool to third grade children of limited English proficiency in public and private schools. The program involves interagency cooperation between the Department of Education; the Bureau of Adult, Continuing, Community Education; the Bureau of Bilingual Education; Branch of Basic Skills Improvement; the Puerto Rican Congress; and the local education agency.

Programs are currently operating in Union City, Jersey City, Vineland, Camden, New Brunswick and Salem Community College.

PARENT INVOLVEMENT COMPONENT:

Services to the parents and children include:

—Native language and English As a Second Language (ESL) instruction for illiterate or functionally illiterate parents who will receive home/center tutoring so that they could receive other project services and increase their involvement with their children and within their local schools.

—Information on parents rights and responsibilities in Bilingual Education by providing parents with individual or group instruction. This service is provided by the Puerto Rican Congress.

—Home Learning Activities (HLA) prepared in consultation with parents in cooperation with bilingual teachers according to New Jersey Minimum Basic Skills Third Grade Test. The Puerto Rican Congress provides this training also.

PRODUCTS:

—Training modules for teachers for future replication of PACTO (in the process of development).

—Newsletter (in the process of development).

CONTACT: Supervisor, Adult Basic Education, Bureau of Adult, Continuing, Community Education, Department of Education, 3535 Quakerbridge Road, Trenton, New Jersey 08619.

PATT—Parents Are Teachers Too

Bergenfield, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Project PATT was designed to help parents of children who are experiencing reading difficulties. It includes three phases:

1. Remedial Reading—for parents of children in grades 1-4 who are experiencing reading difficulties.
2. Reading Readiness—for parents of preschoolers, to help prepare them to learn to read.
3. Enrichment—for parents of accomplished readers who wish to motivate them further.

Goals are:

1. To teach parents of elementary school students to help their children overcome reading difficulties at an early age.
2. To help parents of preschoolers prepare their children for the joys of reading.
3. To offer guidance to parents of highly motivated readers.
4. To develop an ongoing communication link with the Bergenfield School system on programs and ideas through a collaborative effort between the library, the parents, the school and the community Library staff are participating in the project to ensure its continuation after the Library Incentive Grant expires. Staff implementing the program are trained by qualified reading teachers to work with parents, using specific, structured reading series. Parents were grouped into three grade categories (in the first year): 1st and 2nd grades, 3rd and 4th grades, and 5th and 6th grades.

CONTACT: Assistant Director, Bergenfield Free Public Library, 50 West Clinton Avenue, Bergenfield, New Jersey 07621, (201) 384-2765.

Parent-Child Grant Program

Ridgewood, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

ABC (Activities, Books and Cooperation)—A series of four, one hour sessions for 2½ to 3½ year old children and their parents. Developed by the State Library Incentive Aid Grant, the program provides crafts, music, and story workshops. Children are introduced to the library as a place to have fun while learning. Parents are made aware of books and games appropriate for their children to do at home. Handouts and booklist are given out to reinforce the day's activities.

PRODUCTS:

Various reinforcing activities to do at home.

CONTACT: Children's Librarian, 125 North Maple, Ridgewood, New Jersey 07450, (201) 652-5200.

Parent Partnership Program

Millville, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The Parent Partnership Program in Millville is "firmly committed to the belief that the educational process remains incomplete unless the parents and the total community are involved in it". Using existing staff, facilities and materials from the Continuing Education Program, Compensatory Education Program, ESEA Title I, and a part-time coordinator, Millville implemented a variety of courses for parents. Course offerings have included:

—**Reading and Math Skills**—seven programs scheduled for parents covering subjects from pre-reading and pre-math skills to practical activities to make and do at home.

—**Health Courses**—on subject areas including establishing good nutrition habits in children; general awareness of children's health; and a question and answer program with a health professional.

—**Education Related Courses**—subjects including suggestions on how parents can help their children with learning activities in the summer; discussion with a psychologist on discipline; orientation for parents of children entering kindergarten; and the Systematic Training for Effective Parenting program.

—**Title I Course**—presenting an overview of Title I math, reading and pre-school progam.

PRODUCTS: Handouts for various courses.

CONTACT: Director of Continuing Education, Millville Public Schools, 23 North High Street, Millville, New Jersey 08322, (609) 825-8300.

Parent Support Group Project

Princeton, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The Association for Advancement of the Mentally Handicapped (AAMH) recognizes that a great many parents of handicapped children receive no appropriate counseling to deal with such issues as:

—the guilt of having a mentally handicapped child;

—the despair caused by lack of opportunity for happiness and productivity available to mentally handicapped people;

—the fear for their child's safety in the community;

—the anger toward insensitive people;

—the question, "What happens to my son/daughter when I die?", and "How do I live today with this problem?"; and

—the destructive emotional climate created within the family environment by all of the above.

The AAMH has received funding from the Fund of New Jersey and the One-To-One Foundation to provide:

1. Counseling to parents of mentally handicapped adults.
2. Training for school district personnel working with high school age mentally handicapped children to prepare them to conduct effective parent support groups.
3. A manual that will facilitate replication of AAMH Parent Support Group Model.

The Directors of Adult Education help generate interest with school superintendents, special education staff and parents. The school districts assists in notifying parents about the support groups.

PRODUCTS: Manual

CONTACT: Arthur Rittmaster, Jr., Association for Advancement of the Mentally Handicapped, 269 Harrison Street, Princeton, New Jersey 08540, (609) 924-5928.

DISTRICTS THAT HAVE RECEIVED TRAINING:

1. Bergen County Adult School
   Bergen County Vocational and Technical School
   200 Hackensack Avenue
   Hackensack, New Jersey 07601
   (201) 343-6000 ext. 71
2. Orange Board of Education
   369 Main Street
   Orange, New Jersey 07050
   (201) 266-4326
3. Sypek Vocational and Technical School
   Bull Run Road
   Trenton, New Jersey 08638
   (609) 883-8022
4. South Brunswick Board of Education
   1 Executive Drive
   P.O. Box 181
   Monmouth Junction, New Jersey 08852
   (201) 297-7800
5. Elizabeth Board of Education
   500 North Broad Street
   Elizabeth, New Jersey 07207
   (201) 353-2200
6. Roselle Board of Education
   710 Locust Street
   Roselle, New Jersey 07204
   (201) 245-7423

Project Sound

Moorestown, New Jersey

DESCRIPTOR: Parent as Learner

PROGRAM OVERVIEW:

Project Sound is a preschool program that provides hearing impaired children and their parents with a shared communication system and also provides the Child Study Team with a method of assessing preschool hearing impaired children for the purpose of establishing educational objectives. The program holds classes four days a week and includes a curriculum especially for hearing impaired preschoolers.

Open to all residents of Burlington County.

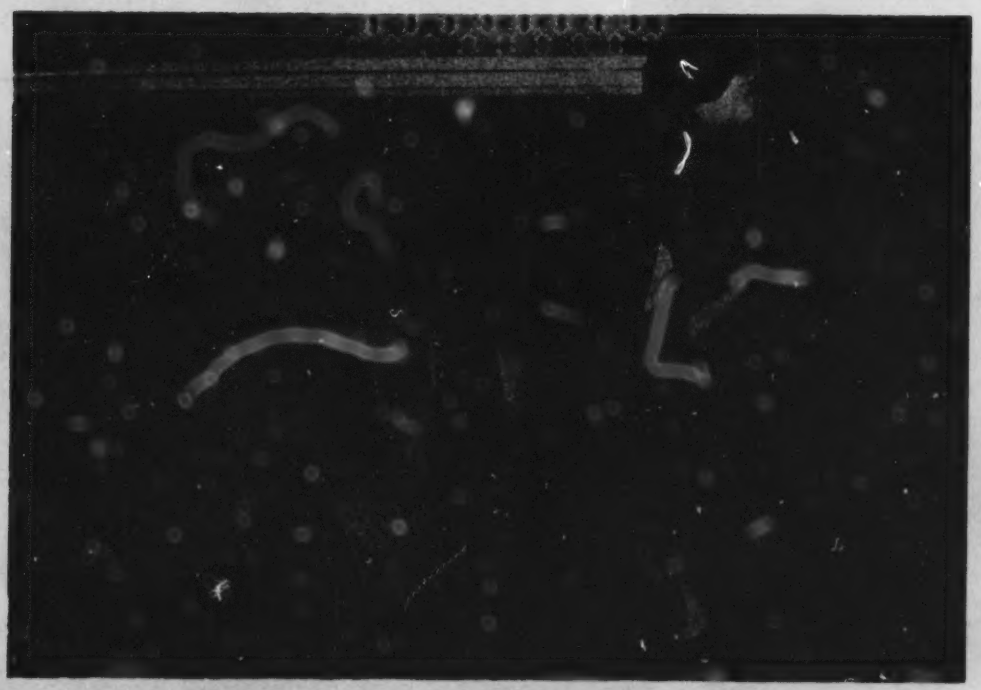
PARENT INVOLVEMENT COMPONENT:

Parents participate in the program in a variety of ways. Frequent parent meetings are held related to deaf awareness, education of the deaf, problems of raising deaf children, etc. Sign language courses are offered. Home visits are conducted by deaf adults who help with sign language and answer questions related to deafness. Teachers and speech therapists make frequent home visits to explain classroom procedures and discuss progress of children. Parents are invited to classroom to observe techniques of teachers and therapists. Booklets are prepared for parents to help them reinforce language learning at home.

PRODUCTS:

A Classroom Guide, a Parent Guide, and an Assessment Guide—specific to preschool hearing impaired children.

CONTACT: Lenola School, New Albany Road, Moorestown, New Jersey 08057, (609) 235-6161.



I. Survey of Parent Involvement Programs

B. Parent As Teacher

Parent-As-Partner Contract

Plainfield, New Jersey

DESCRIPTOR: Parent as Teacher

PROGRAM OVERVIEW:

The Parent-As-Partner Contract is a statement of responsibility made by the parents, detailing their accountability to the students. The contract is intended to increase the learning rate and provide better understanding between parent and teacher. Along with the introduction of the contract, the board of education reinstated the honor role, final exams for seniors and an upgrading of academic requirements.

PARENT INVOLVEMENT COMPONENT:

Parents promise to see that the child gets to school everyday and on time; to meet with and speak to the child's teacher as many times as possible; to reply to all letters, messages, notes or telephone calls from the school; to make sure that the child has some quiet time for homework each evening with the TV turned off, the time to be agreed upon between the parent and the child; to speak with the child every day about what was done at school; to urge the child to respect himself/herself and the rights and property of others and to be sensitive to the feelings of other people—both children and adults; and to speak to the child in a positive manner about school.

CONTACT: Parent-As-Partner Program, Plainfield Public Schools, Plainfield, New Jersey 07060, (201) 753-3155.

PITCH—Parents Involved In Teaching Children at Home

Willingboro, New Jersey

DESCRIPTOR: Parent as Teacher

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

PITCH, developed under Title I funding, comprises a series of workshops that meet the parents request for activities they can do with their children at home. The workshops are held for seven consecutive weeks in the mornings and evenings for one and a half hours. The last half hour is used for individual conferences. The program covers the following areas:

1. Introduction, Early Development of Children
2. Motor Skills, Handwriting
3. Affective Skills
4. Thinking Skills
5. Listening and Speaking Skills
6. Reading Skills, Phonics, Sight Words, Vocabulary
7. Reading Skills, Comprehension, Creative Writing

CONTACT: Title I Coordinator or Parent School Coordinator, Levitt Administration Building, Salem Road, Willingboro, New Jersey 08046, (609) 871-9000.

Project Partners

Berlin, New Jersey

DESCRIPTOR: Parent as Teacher

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Project Partners is a cooperative program for parents to help their children improve their math skills at home. Children who experience difficulty with arithmetic need a different approach. Many times they have developed a block which can be removed through a change in attitude and home reinforcement. The children are pre-tested in math skills to identify weaknesses.

Monthly newsletters, workshops, a parent handbook and a lending library help Project Partners meet these goals. Activities are geared to math concepts located in the home and community. To determine the effectiveness of the materials, parent evaluate materials sent to the home. The parental instruction is a part of an individualized program for each child.

The program was developed under a State Compensatory Education Research and Development Grant.

PRODUCTS:

Newsletter

CONTACT: Project Partners, Berlin Community Schools, 215 South Franklin Avenue, Berlin, New Jersey 08009, (609) 767-0129.

Project RAPP—Reading Achievement Parent Participation Program
Project MAPP—Mathematic Achievement Parent Participation Program

Atlantic City, New Jersey

DESCRIPTOR: Parent as Teacher

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Projects RAPP and MAPP, developed under Title I funding, supplement and support the ongoing developmental reading and mathematics programs of the individual schools. Students with reading problems that do not require clerical services are identified for the program which focuses on the total family. As the children learn, parents learn how to help their children to develop various reading and math skills. During the weekly sessions at the school, parents have access to learning materials and equipment and report on the child's progress and home activities. While they participate in training sessions, child care is provided for younger siblings.

PROJECT OBJECTIVES ARE:

1. To bring parents and teachers together for the benefit of the children.
2. To acquaint parents with school activities and personnel.
3. To foster good family attitudes.
4. To raise a child's level of reading achievement.
5. To broaden home horizons.
6. To make the child aware that the adult world is interested in him.
7. To give the child the feeling of being loved.
8. To allow the child a feeling of success in the field of reading.
9. To acquaint teachers with the community.
10. To keep abreast of new methods and materials.
11. To help each parent help his child.
12. To train para-professionals to work as team members in project.

PRODUCTS:

"Project RAPP" and "Project MAPP"—Brochure giving an overview of the project.

Implementation Manual for Project RAPP and **Implementation Manual for Project MAPP** —Describes in detail how to replicate the projects.

CONTACT: Coordinator/Compensatory Services, Atlantic City Board of Education, 1809 Pacific Avenue, Atlantic City, New Jersey, (609) 344-1325.

Project SIP (Summer Improvement Program)

New Brunswick, New Jersey

DESCRIPTOR: Parent as Teacher

PROGRAM OVERVIEW:

Project SIP, developed under a State Compensatory Education Research Development Grant is a home study program tailored to curb summer regression in basic skills. The program design is threefold: First, teachers are helped professionally; second, students' performance is improved; and, third, parents become more knowledgeable in helping their children. The components of the overall program are the summer program, the Saturday program and the early childhood program. Children from eight public elementary schools and three private schools are included.

PARENT INVOLVEMENT COMPONENT:

Project SIP encourages parents to take an active part in their child's education, to make learning a pleasure, and to encourage the home and school to work together as a team. The parent participation component includes:

1. Reading and Math Activities Booklet series for grade K-6
2. Parent Handbook
3. Hands-on Workshops
4. Workshop evaluation form
5. Parent, Teacher, Student Conferences
6. Home Visitations in grades K-6

A seventh component is the Early Childhood Program—INTERCEPT, in which parents are given a calendar of activities to do with their children.

PRODUCTS:

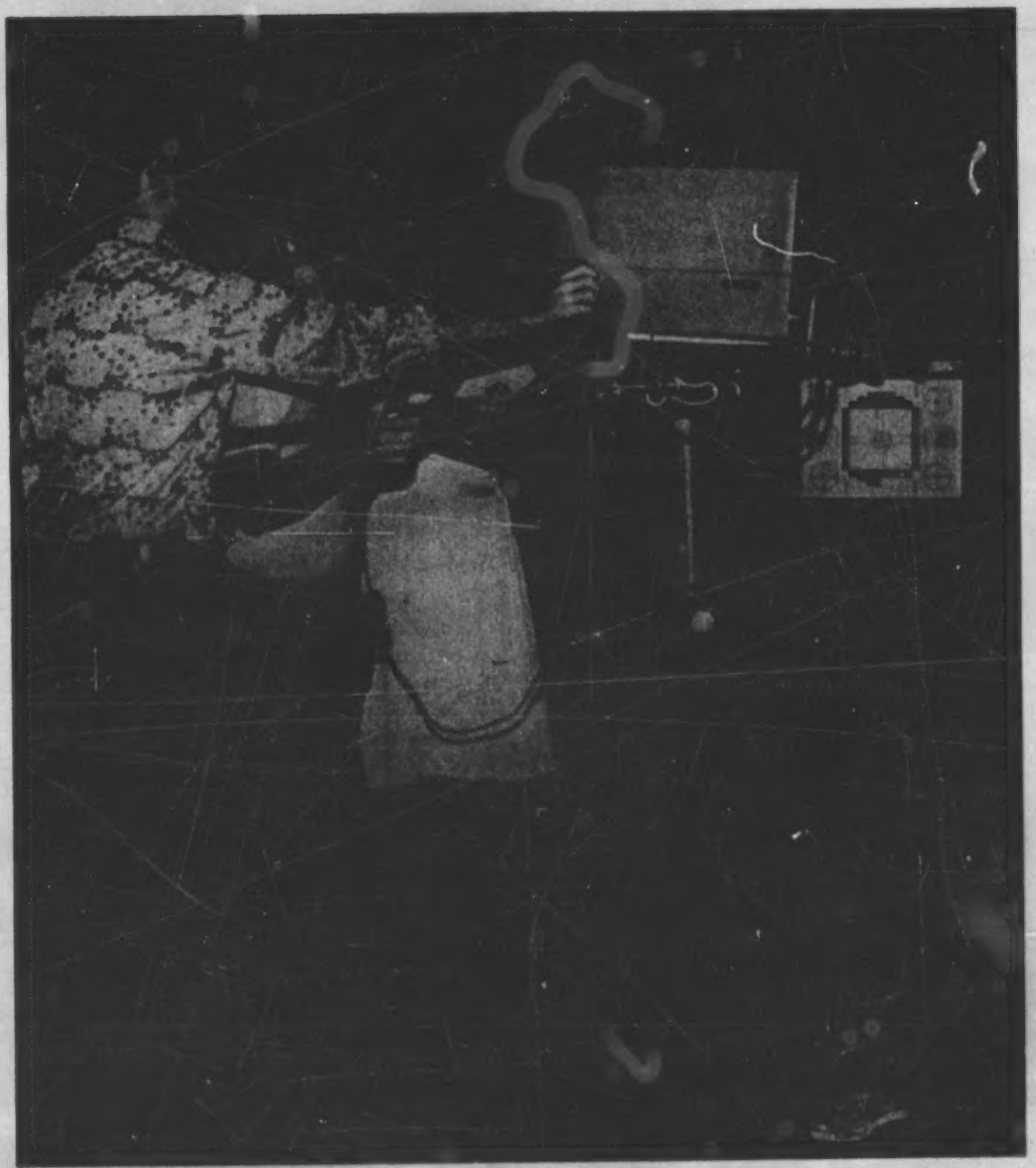
Summer Improvement Packet—The program contains 14 booklets, seven for reading skills and seven for math skills covering grades K-6. Developed by teachers, students and parents, the booklets contain games, puzzles, and work pages that provide practice and reinforcement for skills taught during the past year.

Parents' Guide—Summer Improvement Packet—Complements the Summer Improvement Packet with other activities to help students master these skills.

CONTACT: Project Coordinator, New Brunswick Public Schools, New Brunswick, New Jersey 08901.

I. Survey of Parent Involvement Programs

C. Parent As Resource



Bucket Brigade

Maurice River, New Jersey

DESCRIPTOR: Parent as Resource

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Located in two schools, the Bucket Brigade is a corps of volunteers who give remedial assistance to Compensatory Education students. The term "Bucket Brigade" is used because volunteers receive a pail of utensils when they arrive for instruction. Volunteers come to the school once a week to help the children, and once a month volunteer meetings are held to discuss pedagogical and discipline problems. The program has been in existence for five years and requires no special funding.

CONTACT: Administrative Principal, Maurice River Township Schools, Box 13, South Delsea, Port Elizabeth, New Jersey 08348, (609) 825-7411.

Community Volunteers in Education (CVE)

Bordentown, New Jersey

DESCRIPTOR: Parent as Resource

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Located in Clara Barton and MacFarland Schools, CVE services and resources are offered to three other local elementary schools and a regional high school (a total of 199 teachers and 2100 students). Originally proposed by the Principal of the Bordentown City Schools, developed by PTO members and sponsored by the Bordentown City Board of Education, CVE is an integral part of the schools' operations. Working with limited budget resources and a volunteer staff, CVE assists the teachers in any way requested to broaden their curriculum and to increase the students' basic skills through the use of volunteers.

CVE arranges for people to come to school to teach crafts, demonstrate science experiments, cook, perform, and talk about hobbies, careers, the political scene, the women's movement, travels, etc. In addition, community members, local merchants and professional people open their doors to visiting students.

Questionnaires are distributed on back-to-school nights and to all students at the beginning of each school year for parental consideration. Articles in local papers describe programs and ask for volunteers.

PROGRAMS OFFERED:

1. **Tutorial**—improves basic skills through one-on-one tutoring.
2. **Teachers Helpers**—aids the teachers in the performance of their duties.
3. **Career Awareness**—exposes the students to career possibilities and expands their knowledge.
4. **Teacher Requested Programs**—augments the classroom curriculum.
5. **Books Are Great Program**—encourages extra reading in the 30 minute weekly homeroom period.
6. **Peer Facilitators Program**—selects capable students to reach out to their fellow students.
7. **Newsletter**—keeps the teachers informed of programs which are available and have been done in the schools.
8. **Special Programs**—Grandparents' Day and Volunteers' Reception.

PRODUCTS:

"Your Volunteer Program"—orientation pamphlet for teachers and volunteers

"Update/Post Date"—newsletter to keep teachers aware of the activities of community volunteers in education

Survey questionnaire for recruiting volunteers

CONTACT: Principal, Bordentown City Schools, MacFarland Junior School, 87 Crosswick Street, Bordentown, New Jersey 08505.

Fun At Lunch

Caldwell, New Jersey

DESCRIPTOR: Parent as Resource

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

"Fun At Lunch" is an enrichment program sponsored by the Lincoln Home and School Association in partnership with the school staff. Following the bitter winter of 1977, parents decided to enhance the lunch period with a variety of activities designed to use excess energy, stimulate creativity, and provide exposure to unique interests. Activities have included the newest disco steps, cake decorating, Chinese wok cooking, crafts, aerobics, races with cars made of straw, etc. The program offers six or seven topics one day a week and at the end of the year a "film festival" is held.

The program has had interesting benefits:

—Discipline is no longer a problem.

—Parents are actively involved.

—A resource file of people and programs has been developed that is used as part of the classroom instruction.

A special boost has come from local senior citizens who have provided sessions on topics such as ham radio, shuffle board, bird identification and Hawaii.

PRODUCT:

"Fun At Lunch," a hard cover book which contains a brief history of the program, many pictures, and comments from both students and adults. The book is on loan through the Learning Center.

CONTACT: Principal, Lincoln Elementary School, Crane Street, Caldwell, New Jersey 07006, (201) 226-4400.

Learning Center Volunteer Program

Caldwell, New Jersey

DESCRIPTOR: Parent as Resource

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Thirty volunteers are the mainstay of the Lincoln School Learning Center Volunteer Program. Donating a morning or afternoon every third week, volunteer desk mothers check out books, help students find reference materials, and organize materials and displays. Their primary purpose is to handle mechanical details in order to free instructional personnel to work with children. At great savings to the school, volunteers repair and restore books and provide art and typing services. Working closely with the salaried staff and principal, the volunteer chairperson handles scheduling and other needs that require coordinating.

Volunteers are honored each spring at a Recognition Tea.

CONTACT: Principal, Lincoln Elementary School, Crane Street, Caldwell, New Jersey, (201) 226-4400.

Resource Associates
Tuscan School

Maplewood, New Jersey

DESCRIPTOR: Parent as Resource

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Early in the 1970's, parents staff members and outside specialists developed a volunteer program to provide better individualized instruction in the Tuscan School. The volunteer program recruits parents and senior citizens to help the teacher meet the needs of the pupils; to bridge the communications gap between adults and children; and to develop in parents an understanding of what goes on in the school. In addition to instructional assistance to the children, volunteers have added significantly to the school program including:

—providing tutorial instruction in science

—assisting in the school library

—working with groups in cooking or building—(park bench installed outdoors)

—operating a controlled reader program

—giving piano lessons

—helping in learning centers

—serving as curriculum resource people

—participating in the Women in Non-Traditional Careers project, some of which were taped for educational TV

The volunteer program has significantly affected the school and the volunteers.

PRODUCT:

Parent Resource Questionnaire

CONTACT: Principal, Tuscan School, 25 Harvard Avenue, Maplewood, New Jersey 07079.

VIA—Volunteers In Action

West Windsor-Plainsboro, New Jersey

DESCRIPTOR: Parent as Resource

PROGRAM OVERVIEW:

The West Windsor-Plainsboro Regional School District, together with the West Windsor-Plainsboro Regional PTA, initiated the VIA Program to develop a home-school partnership that will assist in providing the best educational opportunity for the children. The district recognizes that the volunteers bring special talents and experiences to the children that will enrich their learning. Orientation and inservice training for volunteers are held twice a year.

PARENT INVOLVEMENT COMPONENT:

Parents are completely involved as volunteers in the schools and work together with the assistant superintendent to establish guidelines for volunteer activities.

PRODUCTS:

"Volunteers in Action"—A pamphlet explaining the purpose of the program and procedures. Rationale and support for both the volunteer and teacher partnership are highlighted.

CONTACT: Volunteers in Action, West Windsor-Plainsboro Regional School District, North Post and Clarksville Road, P.O. Box 248, Princeton Junction, New Jersey 08550, (609) 799-0200.

VIBES—Volunteers to Improve Basic Skills

Rosenhayn, New Jersey

DESCRIPTOR: Parent as Resource

PROGRAM OVERVIEW:

Volunteers to Improve Basic Skills program provides individualized supplemental instructions to the classroom teacher. Parents and teachers participate in a three to four week training session facilitated by the Supervisor of Institution to prepare for the classroom experience. VIBES is a permanent program in the Deerfield Township Elementary School instructional program.

PARENT INVOLVEMENT COMPONENT:

Approximately twenty parents work regularly with the children on specific activities developed by the teachers. As a result of this involvement, the children receive the extra assistance they need and the parents have a better sense of the children's classroom experience and the educational system.

CONTACT: Reading Consultant, Deerfield Elementary School, Morton Avenue, Rosenhayn, New Jersey 08352, (609) 451-6610.

I. Survey of Parent Involvement Programs

D. Parent As Decision Maker

Caring Kids

Millburn, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW:

Caring Kids is a Special Education sensitivity awareness program for third grade children. Self-supporting, it makes children aware of and understand various handicaps. Through direct exposure, open discussion and simulated handicapping experiences, the children gain a special appreciation and awareness of the handicapped. The program has included two people who are visually and orthopedically handicapped.

PARENT INVOLVEMENT COMPONENT:

The idea for Caring Kids was initiated by the Parent-Teacher Association of Millburn. In cooperation with the Director of Special Services, it planned and developed the program to ensure that the experiences are age appropriate and positive in nature.

CONTACT: Director of Special Services, Millburn Township Board of Education, 434 Millburn Avenue, Millburn, New Jersey 07041, (201) 376-3600.

Charles T. King Student Loan Fund

Millburn, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The Charles T. King Student Loan Fund provides financial assistance to needy high school seniors to offset college tuition costs. The Board of Directors that administers the fund is made up of community representatives and Parent Teacher Association appointed members. The Board of Directors is responsible for interviewing and selecting candidates, collecting loans, and fund-raising. This self-supporting program has been a permanent part of the Millburn community for many years.

CONTACT: Assistant Superintendent, Millburn Township Board of Education, 434 Millburn Avenue, Millburn, New Jersey 07041, (201) 376-3600.

Community Advisory Council Concerning Education

Matawan, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Comprised of parents, teachers, students and administrators, the Council participates in educational decisions in cooperation with the high school principal and faculty. Membership on the Council is open to anyone interested in promoting positive, responsible participation in developments at the high school. Each Council meeting is followed by an hour of committee meetings. Committee areas of concentration have been: discipline and public safety, academic and curriculum, administration, and T&E. Each committee has a chairperson, recorder and steering committee representative. The steering committee does not have decision making power but acts as an administrative group.

CONTACT: Deputy Superintendent, Matawan Regional School District, Broad and South Streets, Matawan, New Jersey 07747, (201) 566-1800.

Cultural Arts Committee

Millburn, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

For the last six years, the Cultural Arts Committee has provided an educational entertainment experience for each elementary school in Millburn Township. The committee consists of representatives from each school's cultural art committee and the school district's director of music. The parents research and view the cultural entertainment in advance, and arrange for the on-site school program. The recommendation for the annual program is submitted to the principals' group for approval.

The selected cultural activity is performed at each elementary school with follow-up work sessions for interested children. Each school has a cultural arts committee which plans school activities on a smaller scale for the school.

CONTACT: Director of Music, Millburn Board of Education, 434 Millburn Avenue, Millburn, New Jersey 07041.

Educational Advisory Committee

Orange, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Since the early 1970's the Educational Advisory Committee (EAC) has acted in an advisory capacity to the Board of Education in Orange. Its stated purpose is to:

—Assure the best possible education for all children in the Orange School System.

—Improve the educational climate in each school and throughout the system.

—Act as an advisory body to the Board of Education drawing on information gathered through contacts with parents, students, administrators, teachers, and community groups.

—Act as an arm of the community to express to the Board of Education the legitimate needs and aspirations of the citizens of Orange.

—Act as a means of communication between the Board of Education and the citizens of Orange.

The Board of Education is receptive to the EAC recommendations, which explains its long existence.

Membership represents the total community, including parents of children attending the Orange Public School, (which is one-third of the membership), teacher representatives, and four students. The Superintendent and Assistant Superintendent of Schools, a Board member and a principal are ex-officio members.

PRODUCTS:

Constitution and Bylaws stating purpose, officers and their election, duties of officers and membership.

CONTACT: Associate Superintendent, Division of Curriculum Development and Implementation, Board of Education, Administration Building, 369 Main Street, Orange, New Jersey 07050, (201) 266-4305.

District Advisory Committee of Ewing Township

Ewing Township, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The District Advisory Committee (DAC) has been in existence for many years in Ewing Township for issues needing resolution. Each school has a School Advisory Committee which has two representatives on the DAC. Members-at-large include senior citizens and parochial school representatives.

DAC's most recent charge from the school board has been to study and make recommendations on the issue of enrollment and facilities over the next five years.

PRODUCTS:

Recommendations for Optimum Use of School Facilities—1980-1985

CONTACT: Assistant Superintendent, Ewing Township Public Schools, Administration Building, 1331 Lower Ferry Road, Trenton, New Jersey 08618, (609) 771-1300.

ESAA—Emergency School Aid Act

Bayonne, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW:
ESAA was developed under Title VI of the Elementary and Secondary Education Act to reduce minority group isolation in schools and school activities. To achieve this goal, these programs have been initiated:

—Peer Helping Program—Students in the upper grades are helped to develop their leadership potential. In a three-day residential workshop various citizens from the community and district staff work on an action plan.

—Vroom Magnet Programs—Parents and students throughout the district are encouraged to enroll their children in the Gifted and Talented and the Early Childhood Education program which includes a full day pre-kindergarten and kindergarten in Vroom School.

—Basic skills Improvement—The Basic Skills Centers are located in two schools. Students are helped by specialized aides with reading and math.

PARENT INVOLVEMENT COMPONENT:

These additional programs are geared directly to parents:

Home School Community Links—Outreach program to the minority and majority community to keep them aware of school issues and their children's progress. The objectives of the Home School Links are:

1. To act as home-school liaison, especially for children with problems, relaying information between home and school, and promoting good social, emotional and health habits.
2. To develop a social service referral system.
3. To set up tutoring programs.

The Parent Involvement Coordinator's responsibilities include:

—Developing and implementing parent workshops to give parents information and skills to increase their children's educational potentials.

—Establishing a network of parents, school staff, and community people that will carry out individual School Action Plans to bring the home and school closer together.

—Recruiting and supervising high school and senior citizen tutors.

—Producing monthly newsletters for parents, in bilingual editions.

The ESAA Advisory Council assists in developing and reviewing program activities. This Council is appointed by the superintendent and consists of 12 members, most of whom are parents, with the balance coming from minority group representatives, teachers, high school students and community organization representatives.

PRODUCTS: Brochure
Developing a referral book
School Action Plans

CONTACT: ESAA Project Director, Bayonne Board of Education, Avenue A and 29th Street, Bayonne, New Jersey 07002, (201) 858-5847.

Instructional Coordinating Council

Margate City, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The Instructional Coordinating Council, initiated by the Superintendent five years ago, acts as a clearinghouse before items are presented to the school board. It comprises parents, classroom teachers, principals, special teaching staff, the superintendent, and the president of the teachers association. Decisions or recommendations on practically everything the district does is passed through this council before going to the board. Past considerations have been: priorities for curriculum work; in-service recommendations; summer work program.

Minutes are kept for members and the teaching staff.

CONTACT: Superintendent, 7 South Washington Avenue, Margate City, New Jersey 08402, (609) 822-1447.

Magnet Program

Salem City, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

A citywide group was developed in 1979 with numerous sub-groups that work constructively with the school system. Meeting four times a year, the citywide group includes city government people, representatives of industry, teachers, parents, and citizens from the communities that send their students to Salem City. At their quarterly meetings, the recommendations of the magnet groups are discussed.

The sub-groups or magnet groups meet as often as they wish on any subject of interest. Any citizen is encouraged to start a group, and once the interest is explored to satisfaction, then the group disbands. To research a topic adequately, school personnel or educational experts from the Educational Improvement Centers are invited to make presentations. Past topics have included classification labels, discipline, testing and special education.

Results and recommendations of the sub-group are forwarded to the citywide group for their quarterly review. Its results or recommendations are submitted to the principal of the high school who then forwards them to the Superintendent and the Board of Education.

Ideas instituted as a result of the Magnet program include industry support for the gifted and talented program; adult school course on "Knowing Your School and Community" and "How to Talk to Your Child About Sex" and feedback from merchants on skills that students need based on their experience with the students in the work/study program.

The Salem Magnet Program has succeeded in involving parents and community members so that the high school principal and district administration *know* the concerns and interests of those served by the school system. In turn, the school district has access to resources that might not otherwise have been available.

CONTACT: Principal, Salem High School, Walnut Street Road, Salem, New Jersey 08079, (609) 935-3900.

Operation Latch Key

Mountain Lakes, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW:

Latch Key is an after-school and summer day care program developed under title XX funding. Children are picked up at their schools and transported to the center in Parsippany. Transportation to and from the center in the summer is provided by the parents. To be eligible, applicants must meet income guidelines according to family size, with no fee for day care services. The staff ratio is one counselor to ten children.

Structured activities include: Sports, swimming, arts and crafts, cooking, Girl Scouts and Cub Scouts, homework hour, nature outings, social problem solving skills, and more.

PARENT INVOLVEMENT COMPONENT:

A Parents Advisory Committee consisting of concerned parents meets monthly with the director to discuss the program. In addition, general parents' meetings for the entire parent body are held bimonthly to keep them up to date on program components.

CONTACT: Director, Operation Latch Key, Lakeland Hills Family YMCA, 100 Fanny Road, P.O. Box 6, Mountain Lakes, New Jersey 07046, (201) 334-2820.

Orange Instructional Council

Orange, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

During contract negotiations, the teachers requested a greater partnership with the educational system, recognizing the need for working cooperatively with parents, students and administrators.

The purpose of the Council is to study and make recommendations directly to the Board of Education on educational matters in the Orange Public Schools, which includes: curriculum improvement, teaching techniques, experimentation, extracurricular programs, staff development, testing and evaluation, philosophy and goals of the district, research, and other related matters.

The membership consists of:

1. One elected representative from each building staff.
2. Associate Superintendent for Curriculum Development and Implementation.
3. Associate Superintendent for Personnel and Staff Development.
4. Director of Pupil Personnel Services.
5. Director of Research, Projects and Public Information.
6. President of the Orange Administrators Association.
7. President of the Orange Education Association.
8. One representative of the PTO-PTA Council from each school.
9. Four representatives from Orange High School student body.
10. One parent representative from the Educational Advisory Council.
11. One Principal appointed by the Superintendent.

PRODUCTS:

Constitution and Bylaws stating the name, purpose, scope, membership, operational procedures, meetings, and officers and steering committee.

CONTACT: Associate Superintendent, Division of Curriculum Development and Implementation, Board of Education, Administration Building, 369 Main Street, Orange, New Jersey 07050, (201) 266-4305.

Parent Action Committee

Penns Grove, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The principal of the Penns Grove Regional High School developed a partnership with the parent committee in 1977, incorporating them into the school's communications network. The committee consists of 20 selected people from the PTAs, clergy, teachers, students, and high school booster clubs. On a monthly basis, discussions have included diffusing and clarifying rumors and problems before they reach crisis proportion, drug problems, senior trips, new curricula, and introduction of new teachers.

Both the staff and the committee work cooperatively to keep open the channels of communication.

CONTACT: Principal, Penns Grove Regional High School, Harding Highway, Penns Grove, New Jersey 08069, (609) 299-6300.

Rumson Education Committee

Rumson, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Originally comprising four board of education members, the Education Committee was expanded to include parents, community members, and staff representatives, formerly part of the school system. Meetings are held once a month with an average attendance of about 30 to 40 people.

The agenda encompasses all school matters. All textbooks are received by the committee first, and then by the board and made available for review before a final board decision.

In an advisory capacity, the committee has reviewed test results, textbooks, school budget, homework policy, report cards, family life, special education funding, and honor roll criteria.

PRODUCT:

Rumson School Letter—Includes reports of school events and information on the Education Committee meeting, with dates of upcoming meetings.

CONTACT: Superintendent of Schools, Board of Education of the Borough of Rumson, Forrestdale School, Forrest Avenue, Rumson, New Jersey 07760, (201) 842-4747.

Safety Committee for Millburn Township

Millburn, New Jersey

DESCRIPTOR: Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Parents from the public and private schools meet monthly with the Director of Health, Physical Education and Safety of the Millburn School District, the local fire chief, and a police youth representative to discuss and make safety recommendations to Millburn Township. Past suggestions have included installation of safety features at dangerous intersections and improvements around the school. The community has been very responsive to the recommendations of the committee.

CONTACT: Director of Health, Physical Education and Safety, Millburn Township Board of Education, 434 Millburn Avenue, Millburn, New Jersey 07041, (201) 376-3600.

I. Survey of Parent Involvement Programs

E. Programs with Several Types of Parent Involvement

Bilingual/Migrant Program of Atlantic City

Atlantic City, New Jersey

DESCRIPTORS: Parent as Teacher, Parent as Learner, Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The Bilingual/Migrant program includes children of limited English speaking ability in grades K through 12 and migrant children. Bilingual and English as a Second Language are offered to the students.

Since the needs of the bilingual and migrant communities overlap, resources for parent involvement were also polled. An enrichment program is offered to parents in the following subjects: community services, drug prevention, health agencies and screening, employment possibilities and how to get a job, touring institutions of higher education and vocational education, and training programs to help parents teach children at home.

The Bilingual program has adapted the Reading Achievement Parent Participation Program and the Mathematics Achievement Parent Participation Program.

PRODUCTS:

Developing a Bilingual library.

CONTACT: Coordinator—Bilingual Education, Office of Compensatory Services, 1809 Pacific Avenue, Atlantic City, New Jersey 08401.

Bilingual French/Haitian Program

East Orange, New Jersey

DESCRIPTOR: Parent as Decision Maker, Parent as Learner

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The Bilingual French/Haitian Program developed under title funding serves children in grades K through 12. Parents are canvassed in French and Spanish to encourage them to participate in programs. Teachers are required to call parents in the evening to reinforce invitations that have been sent out. The bilingual home/school liaison also facilitates a link between the parents and the school. Home visits are made if there are special problems.

The Parents' Advisory Council is a required aspect of the program. Its meetings and workshops also offer information to parents on how to help their children in school, in addition to its decision-making duties for the program.

PRODUCTS:

1. Flyers and announcements in French, Spanish and English.
2. **ESL: A Handbook for Parents**—An orientation to Bilingual/ESL education for parents.
3. **Bilingual/ESL By-Line**—Newsletter in which students contribute.

Contact: Bilingual/ESL Supervisor, East Orange Public Schools, 490 William Street, East Orange, New Jersey 07017.

CAT—Cultivating Academic Talent

Nutley, New Jersey

DESCRIPTORS: Parent as Learner, Parent as Decision Maker, Parent as Teacher

PROGRAM OVERVIEW:

Elementary children in both public and parochial schools who are identified as gifted and talented may participate in Saturday courses to enrich their learning experiences. The school board has provided funding for the last three years for 13 certified teachers that teach the 11 course offerings.

PARENT INVOLVEMENT COMPONENT:

Parents play a vital role in this program:

1. Parents are surveyed to determine future course offerings.
2. Monthly discussion groups are held for parents that consider issues and problems surrounding gifted and talented children.
3. Parents are responsible for evaluating the program.
4. Parents are sought as instructors.

CONTACT: Director of Special Services, Nutley Public Schools, 149 Chestnut Street, Nutley, New Jersey 07110, (201) 661-3500.

Drug Awareness Committee

Millburn, New Jersey

DESCRIPTORS: Parent as Learner, Parent as Decision Maker

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

The Drug Awareness Committee, initiated by the Parent-Teacher Association, has been in existence for two years. Parents plan and develop presentations on drug awareness throughout the school year. An effective format for these sessions has been the inclusion of a box supper before the presentation. Parents and children eat together, listen to presentations, and participate in group discussion afterwards. The entire family benefits from this learning experience. The program is self-supporting.

CONTACT: Director of Health, Physical Education and Safety, Millburn Township Board of Education, 434 Millburn Avenue, Millburn, New Jersey 07041, (201) 376-3600.

The Elsmere Project

Glassboro, New Jersey

DESCRIPTORS: Parent as Teacher, Parent as Learner

PROGRAM OVERVIEW:

The project, developed under Title IV-C funding, is designed for children ages five through adulthood. It meets the needs of trainable mentally retarded students by providing instruction in five essential areas: functional activities; socialization; independent living; pre-vocational skills; and recreational skills. These areas emphasize the student's preparation for self-reliance and independence in the community, at work, while traveling, during leisure and in relationship to others. In addition, vocational skills in these areas are presented. The Elsmere Project, by encompassing school, home and community prepares these students to be productive, tax-paying members of society.

PARENT INVOLVEMENT COMPONENT:

Parents are encouraged to reinforce classroom activities at home. Suggestions for specific activities to be done at home are provided for parents. Also six sessions on what parents need to know in readiness parent training, learning exercises and behavior modification reinforce classroom instruction.

The Parent Council serves as a support group for its members, as an awareness mechanism for the community and as an advisory group to the staff and administration on curriculum matters. The Council members can share their feelings, ideas and experiences which helps to strengthen their attitudes and their children's development. The Council is also the focal point to change community and societal attitudes towards the mentally retarded. Parents are encouraged to discuss the Project with their employers and friends to open up the employment possibilities for the students and demonstrate that the handicapped can be an asset to the community.

PRODUCTS:

PARENT GUIDE TO THE ELSMERE PROJECT

CONTACT: The Elsmere Project, Glassboro Public Schools, Glassboro, New Jersey 08028.

Glassboro Right to Read Project

Glassboro, New Jersey

DESCRIPTORS: Parent as Teacher, Parent as Resource

PROGRAM OVERVIEW:

The Project, developed in 1972-74 under the auspices of the United States Office of Education's Right to Read Office, was nationally validated, and funded under ESEA Title IV for dissemination through 1979. The program is based upon the philosophy that individualization of instruction increases student achievement. The program has two elements; first, an assessment is conducted of student reading and parental interest in reading programs; second, based on this assessment, a program of staff development, reading instruction, and parental and community support is developed and implemented.

PARENT INVOLVEMENT COMPONENT:

Once the assessment of the student's reading competencies is completed, parent/citizen volunteers are trained to augment the reading program as classroom aides and reading tutors. Parent training and education in reading, learning through play and volunteerism are conducted in cooperation with Glassboro Community/Adult School.

PRODUCTS:

Guess Who's Coming To School?—A guide to parent and community involvement.

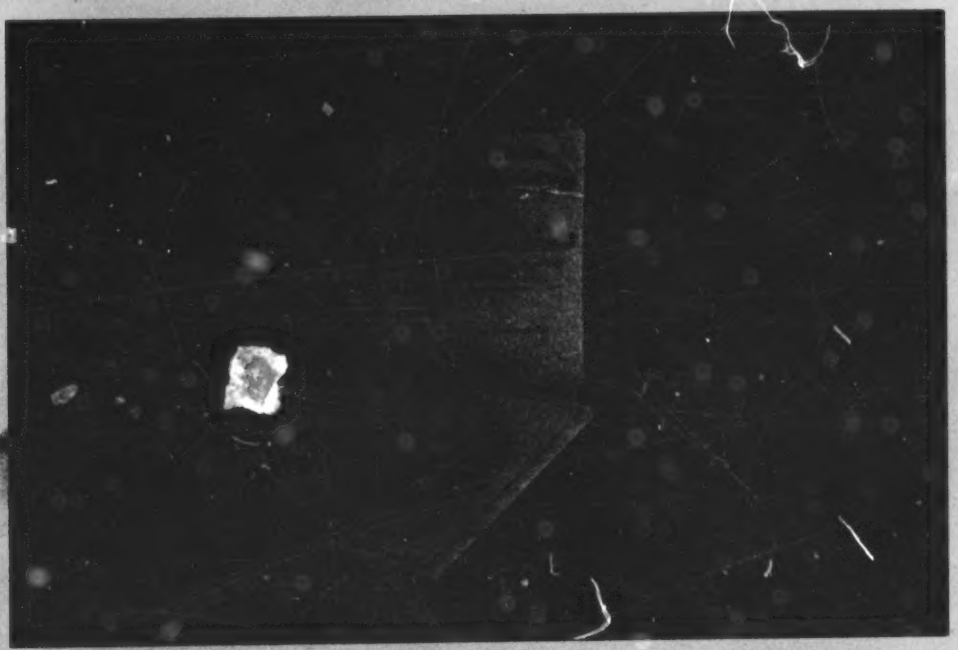
Your Volunteer Program—A guide for teachers and volunteers in the Right to Read Project

It's Your Turn—A parents' guide to language development activities with children

Pre-Kindergarten Parent/Child Workshop—Training workshop for parents on how they can work with their preschool children

CONTACT: Reading Coordinator, Glassboro Public Schools, Glassboro, New Jersey 08028.

ADAPTED BY: Title I/T&E Coordinator, Edgarton Memorial School, Madison and Catawba Avenues, Newfield, New Jersey 08344, (609) 697-1141.



Lakewood Follow Through

Lakewood, New Jersey

DESCRIPTORS: Parent as Decision Maker, Parent as Teacher, Parent as Learner

PROGRAM OVERVIEW:

The Lakewood Follow Through program uses the Tucson Early Education Model whose objectives are based on the skills that the children will need as adults. The objectives include: (1) an efficient intellectual base, (2) language competencies, (3) a motivational base which makes continued learning a gratifying experience, and (4) academic and social skills, reading, mathematics, social interaction and others. Additional services to the program include a social service and health component. The social service component orients the program toward the total child. The health services component provides medical examination and follow-up, if necessary. Children in the third grade receive dental examinations.

PARENT INVOLVEMENT COMPONENT:

1. The Parent Advisory Committee (PAC) functions as a decision-making body that acts in proposals, personnel screening and annual planning.
2. The parent education program provides twelve workshops a year in such areas as school programs, health, nutrition, budgeting, parenting and career development.
3. Motivation has been the positive factor that maintained good parent participation. Babysitting, providing transportation, telephone calls, refreshments, and end of year rewards for attendance have been some past activities.

PRODUCTS:

1977–1978—Classroom Library Project—Dr. Sherry Rose. Individual classroom, libraries, presented by parents as an outgrowth of their reading workshops, showed evidence of the positive results of a Follow Through home/school experience.

1979–1980—Impact of Follow Through Parent Involvement in Lakewood—Dr. Irv Cantor. A research paper on the success of parent involvement in the Lakewood Follow Through Program reported significant changes in behavior and attitude of new parents and maintenance of these changes in other parents.

Lakewood Follow Through Parent Advisory Committee: Annual Review and Awards Night. Fliers and announcements in Spanish and English.

CONTACT: Director, Lakewood Follow Through, Lakewood Public Schools, 521 Princeton Avenue, Lakewood, New Jersey 08701.

Language Resource Laboratory Project

Newark, New Jersey

DESCRIPTORS: Parent as Decision Maker, Parent as Learner

PROGRAM OVERVIEW:

Initiated in 1977 as a Title VII program, the Language Resource Laboratory is an educational basic skills computer program used by bilingual education students and other classroom students needing remediation. The program is located in 3 schools and children work on the terminals for 20 minutes for math and reading instruction. The system has been a motivational tool for children of limited English language proficiency in Spanish and Portuguese. It has helped to reduce absenteeism and behavior problems.

PARENT INVOLVEMENT COMPONENT:

The Advisory Council, Advisory Committee, and Parent Training Program are the parent involvement activities. The Advisory Council, the umbrella council for the Advisory Committee, consists of parents of children in the program, parents of children in the bilingual program and community representatives. Reviewing the Title VII proposal and the evaluation of the program is their major function. The Advisory Committee is located in each school to study how the program is working.

In order to keep parents fully aware, parent training encompasses information and consultants on city agencies and programs; children's achievement and instruments of evaluation; and helping parents overcome problems they are having in school. In addition, the community coordinator makes home visits to parents to discuss problems their children are having in school; just to get acquainted with them; or to bring them to meetings.

PRODUCTS:

Newsletter—informing parents about the program and activities taking place during the school year.

CONTACT: Community Coordinator, Title VII Bilingual Program, Language Resource Laboratory project, Newark Board of Education, 2 Cedar Street, Newark, New Jersey 07102.

Newark Follow Through

Newark, New Jersey

DESCRIPTORS: Parent as Resource, Parent as Decision Maker, Parent as Learner

PROGRAM OVERVIEW:

The Newark Follow Through program uses the Tucson Early Education Model (TEEM). TEEM bases its objectives on the skills and abilities children require to function effectively as adults in a changing and increasingly technical society. These objectives include the development of: language competence; an efficient intellectual base, a motivational base which makes learning a gratifying experience; and societal arts and skills—reading, mathematics, social interaction and others. Provision for individualization allows each child to move ahead at his/her own pace.

PARENT INVOLVEMENT COMPONENT:

Decision Making—Parents are involved in reviewing the Follow Through proposal, examining the budget, providing suggestions for the budget, establishing the criteria for the children, and participating in personnel selection.

Parent as Learner—Parent training workshops teach parents about the classroom and school. Also, a "Learn-A-Thon" in reading and math teaches parents how to help their children.

Parents as Resource—Twice a year, parents train other parents so that they can participate effectively in the program.

Home visits are conducted by social workers and community aides who bridge the home and school.

PRODUCTS:

Newsletter—Informs parents about Follow Through and activities they can do with their children.

"Math-A-Thon"
"Read-A-Thon"—Handouts from workshop presented by parents on math and reading.

CONTACT: Parent Coordinator, Follow Through Program, Morton Street School, 75 Morton Street, Newark, New Jersey 07103.

PERC—Parent Education Resource Center

Deptford, New Jersey

DESCRIPTORS: Parent as Learner, Parent as Teacher

PROGRAM OVERVIEW:

PERC is Title I funded project that addressed the education and development of children by providing a supportive environment for parents. The use of the resource center goes beyond the criteria established by Title I. All parents in the Deptford school district are allowed to use the facilities; however, decisions concerning the resource center are made by the Parent Advisory Council. Currently there are two resource centers in Deptford.

PARENT INVOLVEMENT COMPONENT:

The center assists parents in developing materials and methods to help their children in the learning process at home. A variety of programs and workshops are offered, such as:

1. STEP (Systematic Training for Effective Parenting)
2. How to make learning centers.
3. Make-it/Take-it educational materials

The center also offers a lending library of games, films, books and equipment. Operating hours are from 9:00 a.m. to 3:00 p.m. every day. The center activities are managed by a coordinator and the Title I parent coordinator, both located in the center.

PRODUCTS:

Newsletter
Videotape presentation of Title I in Deptford with a segment on the PERC, available for loan.

CONTACT: Federal Program Director or PERC Coordinator, 2022 Good Intent Road, Deptford, New Jersey 08096.

Paterson Parallel Programs

Paterson, New Jersey

DESCRIPTORS: Parent as Resource, Parent as Decision Maker

PROGRAM OVERVIEW:

The Parallel Program Foundation is based on the concept that parent/community involvement and teacher involvement help to develop a positive self-image in students while improving communication skills. Parallel programs represents a districtwide team approach to school improvement. Teachers in eight school sites are clustered according to teaching style: open, individual, traditional, alternative. Students are placed in a cluster that is compatible with their learning styles. The programs implemented require no additional funding.

PARENT INVOLVEMENT COMPONENT:

Parent involvement in the schools allows the parents to learn more about what is happening to their children. Parents have the opportunity to learn new organizational skills which they can apply to other groups and areas of interest. Therefore, personal satisfaction and self-esteem grow as parents gain authority and responsibility within the school. The following programs are in operation:

1. **Volunteering**—A parent coordinator encourages parents to be involved in the school.
2. **Home-School Council**—Future plans include setting up a council developing satellite councils in the individual Parallel Programs schools.
3. **All Day Kindergarten**—There are thirteen kindergartens functional in Paterson. Parents are encouraged to volunteer in the kindergartens and make instructional materials that reinforce school activities at home. Teachers are trained to support this parent involvement component of the kindergarten program.
4. **Conferences**—All the schools have a reporting procedure, and some schools pursue alternative ways of reporting to parents such as: including student in the conference; teacher home visits; and allowing parents to choose the grading system for their child.

PRODUCTS:

1. **Parent/community Involvement**
2. **Parent Teacher Conferences**
3. **Grading System**
4. **Using Aides in the Classroom**
5. **Unit Design, Planning and Implementation**
6. **Library Skills**
7. **Creative Writing**

CONTRACT: Internal Change Agent Team (ICAT), Martin Luther King Middle School, 80 Hamilton Street, Paterson, New Jersey 07505.

Preschool Learning Development Program (PLD)

Long Valley, New Jersey

DESCRIPTORS: Parent as Teacher, Parent as Resource

PROGRAM OVERVIEW:

PLD is a regional preschool intervention program for handicapped and developmentally delayed children, ages 2½ to 5. The procedures are as follows: children are recruited for the program; they are given a general screening; a conference is held with parents; an assessment is done based on the conference; an Individualized Educational Plan (IEP) is developed; and the child is subsequently included in the classroom program. The project was developed under Title IV-C funding in cooperation with Washington, Chester, Mendham Township and Mendham Borough. PLD has applied for and is awaiting validation.

PARENT INVOLVEMENT COMPONENT:

Several activities are planned to involve parents in the program. Mother's meetings are held monthly in mornings on such topics as classroom work and supportive suggestions for follow through at home. Also training sessions on enrichment activities for specific needs and individual family management concerns are offered. In the evenings, parent meetings are periodically scheduled on topics of interest addressed by professionals and outside speakers. Other activities include homeroom mother, parent volunteers, informed conferences and home visits at least twice a year.

PRODUCTS:

1. Slide presentation.
2. Handouts on curriculum areas.
3. Preschool Learning Development Program Handbooks:

- **Visual Perception—" . . . what does it all mean anyway?"**
- **What is an Auditory Perceptual Problem?**
- **Suggestions for Speech and Language Home Enrichment.**
- **When to Refer a Child for a Speech or Language Evaluation.**

CONTACT: Program Director, Preschool Learning Development Program, 51 West Mill Road, Long Valley, New Jersey 07853, (201) 879-7213.

Project HELPP—Helpful Experiences in Learning for Parental Participation

Camden, New Jersey

DESCRIPTORS: Parent as Teacher, Parent as Learner

PROGRAM OVERVIEW AND PARENT INVOLVEMENT COMPONENT:

Project HELPP, developed under Title I funding in 30 Camden City Schools, is directed toward the parents of children participating in Title I programs. Its purpose is to involve parents in their children's education, based on the premise that school achievement is increased with parental participation.

The Community School Coordinator is responsible for coordinating the Project HELPP program in each school for all grades except preschool. Meetings are held once a month at which the topics discussed stem from the interests of the parents, such as: basic skills, planning meals, energy conservation, etc.

Project HELPP in the ten Camden City Preschools is held once a week. The preschool head teacher in each center encourages parents to volunteer a morning or afternoon of their time to become actively involved in their child's classroom. Under the direction of the teacher, the parents assist small groups of children with the daily routine. Parents have an opportunity to observe their children and the teacher in an educational setting while they, too, are participating.

PRODUCTS:

Project HELPP—Pamphlet outlining the project goals and objectives with helpful suggestions for parents to work with their children.

CONTACT: Acting Director of Compensatory Services, Camden City Public Schools, Administration Building, 1656 Kaighns Avenue, Camden, New Jersey 08103, (609) 541-1181.

Project LEM—Learning Experience Model

Hackensack, New Jersey

DESCRIPTORS: Parent as Learner, Parent as Decision Maker

PROGRAM OVERVIEW:

Project LEM is an open space educational plan featuring multi-age, multi-ethnic grouping, individually prescribed instructions, a "core" curriculum, differentiated staffing and maximum space utilization for students in grades 2-5. These educational components are addressed to meet specific needs: improving social competence and developing a more positive self-image in each student; improving the reading and arithmetic skills of students; increasing teacher competency; engendering significant parent interest and involvement in the school program; using existing facilities to accommodate more students without increasing cost significantly or lowering the level of the educational program.

In addition to the diagnostic-prescriptive instructional program and team teaching, another unique feature is the special architectural structure which encourages a diversity of programs, individuality, and group interaction. The program was developed with Title IV-C funds.

PARENT INVOLVEMENT COMPONENT:

The project seeks to have significant parent involvement in the school and to help parents assist their children at home. Some of the methods employed are:

—Citizen Advisory Council
—Parent Workshops
—Home Visitations
—Telephone Calls
—Class Visitation and Open Door Policy
—Mini-Teas
—Parent-Teacher Conference
—Open House
—Newsletters

PRODUCTS:

Brochures: —Environment and Space Utilization
—Overview and Evaluation
—Organization and Curriculum
—Home-School Interaction
—LEM Resource Manual
—LEM Training Manual
—Filmstrip/tape

CONTACT: Office of the Principal, Fanny Meyer Hillers School, Longview Avenue, Hackensack, New Jersey 07601, (201) 488-4100.

Promoting Achievement in the Black Child Conference
Community Betterment Council of Highland Park

Highland Park, New Jersey

DESCRIPTORS: Parent as Teacher, Parent as Learner, Parent as Agent of Social Change

PROGRAM OVERVIEW:

The Community Betterment Council (CBC) was developed in 1974, following a series of racial incidents in Highland Park High School. Black residents, were concerned that many black students were labeled as "unmotivated", "poor achievers", "retarded", "trouble makers", felt the need for an organization that could help to bridge the gap between the home-student-teacher and local administration.

The purpose of the Community Betterment Council is to improve the quality of life for the black community in Highland Park. Over the years, the CBC has co-sponsored a "Workshop on Black Theater", organized a drill team for elementary and middle school girls, sponsored adult softball teams, supported the local "PUSH PROGRAM" for motivating middle school students, and organized an evening "HOMEWORK HELP PROGRAM".

CBC has participated in the development of a local desegregation plan; organized a series of workshops to prepare their juniors and seniors for the college board exams; developed local celebrations of Black History Month; organized a CBC Youth Group for our high school students, and published a newsletter in an attempt to inform the black community on local issues of importance.

PARENT INVOLVEMENT COMPONENT:

Promoting Achievement in the Black Child Conference

The success of this conference was due to a high degree of planning and the need for information on this subject by conference participants. Approximately 200 people attended the conference. The diverse group comprised parents; teachers from Highland Park Schools (in fact one entire school was represented); Superintendent of Schools; school board members and interested citizens. A grant from the National Committee on Self-Development of People, United Presbyterian Church in the U.S.A., helped fund the conference.

1. All conference objectives were met.
   - To enable black parents to discuss their concerns with black professionals trained in working with black youth.
   - To identify those factors which discourage achievement in black children and to suggest ways to overcome them.
   - To determine how school systems can employ the strengths and talents of black children in encouraging each student to reach his or her potential.
2. There were a number of requests for technical assistance from CBC to help other districts set up such a conference.
3. Highland Park teachers received workshop credit for the month of October toward their ESEA workshop participation, and reimbursement for conference fees.

CONTACT: Community Betterment Council of Highland Park, 228 South 9th Avenue, Highland Park, New Jersey 08904.

Trenton Follow Through

Trenton, New Jersey

DESCRIPTORS: Parent as Decision Maker, Parent as Teacher, Parent as Learner

PROGRAM OVERVIEW:

The Follow Through programs use a wide array of systematic techniques involving positive reinforcement to attain clearly stated instructional objectives for children grades K-3. The University of Kansas Behavior Analysis Approach was selected as the model of instruction for this Follow Through. Classroom staff, including a certified lead teacher, a teacher's aide and a parent educator allow for small group instruction. The ratio of pupils to instructors is larger in the earlier grades. Follow Through is a nationally validated program funded by the United States Department of Education.

PARENT INVOLVEMENT COMPONENT:

Parents become involved in two ways: as paid classroom instructional aides and as participants in the Parent Advisory Council. As parent educators, the primary instructional duties focus on the teaching of handwriting and spelling. The Parent Advisory Council assists with the planning and operation of program activities and actively participates in decisions concerning these activities.

Parents are trained as aides and volunteers and in establishing an advisory council in order to be effective, productive participants. A training package is used for replication in other districts.

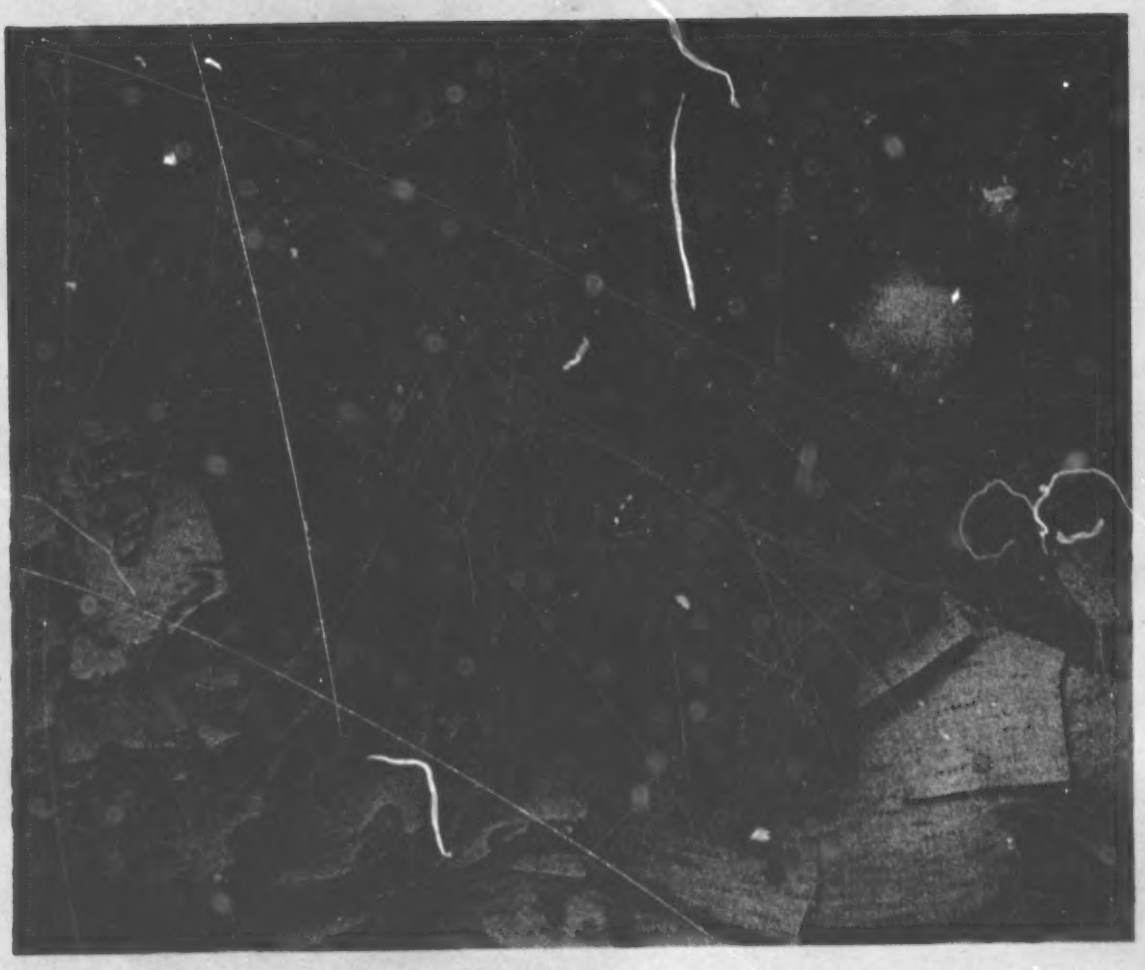
PRODUCTS:

1. Resource Center—By appointment, visitors can view information materials (brochures, technical briefs, a slide show, a videotape)
2. Quarterly newsletter
3. **Trenton Follow Through Fundamentals For Success Portfolio**—written expressly for school administrators and NDN facilitators
4. **Trenton Follow Through Presentation Folders Indepth Awareness Materials**—intended for educators and parents, these materials delineate the program's components.
5. Continuous Progress Assessment Video Tape Mailer—overview of the continuous progress assessment system
6. Manuals: **How Parents as Paraprofessionals Become Parent Educators In A Nationally Validated Program**

   Parents/Community Partnerships With Educators Through Parent Advisory Council—A Guide For Development

CONTACT: Project Coordinator, Follow Through Programs, Trenton Board of Education, 108 North Clinton Avenue, Trenton, New Jersey 08609.

II. OVERVIEW OF PARENT AND CITIZEN INVOLVEMENT WITHIN THE DEPARTMENT OF EDUCATION



A. DIVISION OF VOCATIONAL EDUCATION AND CAREER PREPARATION

PROGRAM OVERVIEW:

Vocational education means programs, services and activities to help people gain skills, knowledges, attitudes and education leading to employment and to prepare them for productive work of any kind, including the unpaid occupation of homemaking. Adequate preparation for life requires continuous opportunities for vocational education in secondary, postsecondary and adult schools as well as opportunities for career awareness in the elementary schools.

PARENT INVOLVEMENT COMPONENT:

Parents and citizens are implicitly involved, although not specifically required by law, in local advisory councils on vocational education programs offered by local school districts. The FY 1982 **Funding Guidelines** require that a local advisory council consult with the local education agency in developing its funding applications to the Divison of Vocational Education and Career Preparation. A local advisory council is defined as a group of representatives of business, industry and labor having appropriate representation of both sexes and of racial and ethnic minorities found in program areas.

From time to time, the Division has involved parents and citizens in ad hoc task forces of one, two or three meetings for such purposes as:

—Planning a film on vocational programs for Limited English Proficiency students.

—Suggesting new approaches to vocational programs for Limited English Proficiency students.

—Developing a brochure on vocational education for the educationally disadvantaged.

RULES AND REGULATIONS:

Federal—Public Law 94-482, Educational Amendment of 1976
State—Public School Education Act of 1975 (Chapter 212, Laws of 1975) Thorough and Efficient

SERVICES:

—Coordinating and developing a cooperative relationship among vocational education delivery systems.

—Monitoring and evaluating all vocational education programs.

—Technical assistance and training through the Occupational Resource Center.

PUBLICATIONS:

"Making the Most of Your Advisory Committee"—gives a comprehensive overview of advisory committees including a checklist to determine the effectiveness of local committees.

"Parenthood Education"—gives the definition, need, legislative priority and history, course content and different programs in parenthood education.

B. *DIVISION OF SCHOOL PROGRAMS*

1. BUREAU OF ADULT, CONTINUING AND COMMUNITY EDUCATION

OVERVIEW:

Adult Education in New Jersey has largely focused on programs to help adults fulfill their roles as learners, workers, citizens and parents. During the first 50 years of this century, adult education helped the immigrants, providing night classes for high school completion, job training courses and a wide range of leisure time programs. Recently, other programs have been added to overcome adult illiteracy, incorporate life skills into the basic skills curriculum and promote community development.

PARENT AND CITIZEN INVOLVEMENT OVERVIEW:

Community Education: Community Education emphasizes that learning takes place not only in the classroom but in individual, family and civic settings, and in all life experiences, such as work, social activities, and recreation. It also helps people make decisions about their future. In order to improve the quality of community life, it is necessary to identify the needs of the community; establish programs and allocate resources based on these needs; and continually evaluate the process.

The major components (or goals) of Community Education are: greater interagency cooperation in the planning and delivery of services; maximum use of physical, financial and human resources, particularly school buildings; improved and expanded programming for all ages; and, citizen participation in the local decision making and problem solving processes.

Parent Involvement: The Office of Parent Involvement was created in 1979 to facilitate the home-school partnership among teachers, school administrators and parents; a partnership based upon mutual concerns and cooperative plans. To effect its goals, the Office of Parent Involvement provides technical assistance to those local districts interested in starting or improving their home-school programs. It has established a network of parent organizations, agencies and consultants; training packages and workshops for various constituencies; and a clearinghouse of "good things that work" both in New Jersey and across the country.

RULES AND REGULATIONS:

Community Education: Federal—Elementary and Secondary Education Act, Title VIII funds the Office of Community Education.

Parent Involvement: State—Public School Education Act of 1975 (Chapter 212, Laws of 1975) and New Jersey Administrative Code Title 6 which encourages citizen involvement in educational matters.

SERVICES:

Community Education and Parent Involvement:

—Conducts workshops, awareness and training sessions.
—Responds to technical assistance requests.
—Monitors the development of community school plans.
—Helps local districts identify resources.
—Assists in the preparation of legislation.
—Encourages and promotes the development of the five types of parent involvement.
—Maintains an ongoing file of resources and materials.

PRODUCTS:

"It Makes Good Sense"—An awareness brochure of community education in New Jersey.

"Community Education and Community Schools"—Concept paper on community education and community schools.

"A Guide to Community Education Resources"

"The West Side Complex"—A film presentation of a community education project in Atlantic City.

2. BUREAU OF BASIC SKILLS IMPROVEMENT

PROGRAM OVERVIEW:

The Elementary and Secondary Education Act—Title I, provides financial assistance to local school districts in planning and operating special programs for educationally deprived children. The program is supplemental in nature, providing extra services, not just general aid, to the local education agency. Other services that Title I funds can provide are considered auxiliary or supportive. A combination of an instructional and supportive program could meet the educational needs of the whole child that may not otherwise be met.

PARENT INVOLVEMENT COMPONENT:

Title I requires parental involvement in the form of districtwide and school councils. School districts are required to recognize the councils as the group for advising, planning, implementing, and evaluating the Title I projects. The council members are selected by parents. The parents must live in the attendance area but do not necessarily have to have children participating in the project.

The duties of the council include:

—Reviewing applications and evaluating past and present Title I programs.

—Recommending the considered needs of eligible children and how they can be met.

—Submitting comments to local school personnel and the State about the Title I application.

Parents can also be involved in the Title I program as salaried aides. Aides should represent the community and when parents apply they should be considered for employment. Parents are encouraged to volunteer their talents and time in the program.

RULES AND REGULATIONS:

Public Law 95-561 Title I

SERVICES:

The State acts as a liaison between the United States Department of Education and the LEAs.

PRODUCTS:

Title I ESEA: How It Works: A Guide For Parents and Parent Advisory Councils—a simplified guide of how Title I works for parents.

Title I Elementary and Secondary Education Act; Questions and Answers a booklet that answers the most frequently asked questions about Title I.

Parental Involvement—a guide for State and local officials published by the Office of Education explaining their duties in regard to parental involvement.

3. BUREAU OF BILINGUAL EDUCATION

PROGRAM OVERVIEW:

To meet the needs of the K-12 students of limited English speaking ability, two types of programs are offered: English as a Second Language (ESL) and Bilingual Education.

Bilingual Education is a full time transitional program of instruction from the native language of the student to a proficiency in English. Instruction is given in:

1. The native language of the child of limited English proficiency with an appreciation for the cultural heritage of the student.
2. The study of English to the extent necessary for competency of the English language with an appreciation of the American society and culture.
3. All courses required by law taught in such a manner as to allow the child to progress through the educational system.

The ESL program teaches English vocabulary and structures using second language teaching method techniques while incorporating the cultural heritage of the student. If nine students speak the same language, the district must provide some service to them. If more than nine students speaking the same language exist, ESL services are provided. If there are twenty or more students of varied language backgrounds, ESL services are provided. Twenty students or more of the same language are provided with bilingual instruction. *The Attorney General has ruled that, if the school demonstrates that a student needs bilingual education, the parent cannot remove the child from the class.*

PARENT INVOLVEMENT COMPONENT:

A. **Parent Advisory Council (PAC):** Participants in PACs are parents of children of limited English speaking ability. They either are elected or volunteer for the Council, usually the latter. The Council's objectives are to develop and review the Bilingual program. This group must convene a minimum of four times a year. The local school district must demonstrate the actions of the Council and the district's response to their requests.

B. **State Advisory Committee On Bilingual Education:** The State Board of Education and the State Board of Higher Education jointly established a State Advisory Committee which advises both departments in the formulation of policies and procedures relating to the Bilingual law. The makeup of the committee provides for a minimum of two and not more than four parents of pupils of limited English speaking ability.

RULES AND REGULATIONS:

State—New Jersey Administrative Code 6:31-1 et seq. provided the rules to assist the Department of Education in administering elementary and secondary school programs designed to meet the educational needs of persons of limited English speaking ability.

Federal—The Bilingual Education Act (**Public Law** 95-561), Section 701, Title VII of the Elementary and Secondary Education Act of 1965 provides for the establishment and operation of educational programs using bilingual education and for the financial assistance to local education agencies and to State agencies. N.J.A.C. 6:31-1.1 et seq. is a reflection of this law on the State level.

SERVICES:

Technical assistance is offered to local districts upon request or when necessary as determined by the monitoring process.

PRODUCTS:

1. Parent Handbook—for use by local school districts (in the process of development).
2. Handbook on promoting parent involvement (in process of development).

4. BUREAU OF CURRICULUM

OFFICE OF NUTRITION EDUCATION AND TRAINING (NET)

PROGRAM OVERVIEW:

This Office is responsible for the administration of a United States Department of Agriculture grant program for children aged 2-18, which provides nutrition education for teachers, food service personnel and all children eligible for child nutrition programs. Grants are awarded to local educational agencies. The intent of the law is: to encourage students selection of nutritious food and reduce waste in child nutrition programs.

PARENT INVOLVEMENT COMPONENT:

The NET Office receives advice on program goals from the State Advisory Council, which includes a parent representative. Many local districts involve parents directly in developing grant proposals or indirectly as an extended target population.

RULES AND REGULATIONS:

Federal—Established by Congress (P.L. 95-166), November 1977 as an amendment to the Child Nutrition Act of 1966.

SERVICES:

Training and workshops are available through the NET Office and nutrition consultants based at each of the four regional EICs.

PRODUCTS:

"Finding Out About Food"—A booklet prepared by N.J.P.T.A. and National Child Nutrition Project summarizes NJ-PTA's year long grant from U.S.D.A. developed to improve school lunch through parent and student involvement. Can be used by parent, student and teacher organizations that wish to improve meals in their schools.

Nutrition education programs for the classroom (pre-K-12): Summary of 234 small grants (not exceeding $5,000) which enabled teachers, school nurses, food service directors to put into practice creative strategies for teaching nutrition education.

"The Great American Eating Machine: You"--Four, 15 minute programs for primary students; one 30 minute program for adults. Teachers guide materials for each lesson. Lessons in the student program, "Why Do We Eat?", "Where Does Food Come From?", "What's Good For Me?", "What's A Balanced Diet?", to provide an introduction to current nutrition information for primary students provide an introduction to current nutrition information for primary students as well as to focus their attention on the positive attitudes and decisions involving food. The adult program emphasizes that the roles of the home and school in nutrition are a shared responsibility.

BUREAU OF CURRICULUM

OFFICE OF EARLY CHILDHOOD EDUCATION

PROGRAM OVERVIEW:

This Office is responsible for the coordination of programs and services for children ages three through eight, focusing on those programs offered through public schools and on interagency cooperative planning.

PARENT INVOLVEMENT COMPONENT:

The Office's responsibilities extend to the parents of the target age population and advises the Follow Through Program in the state, through liaison with the State Policy Advisory Council and local programs.

RULES AND REGULATIONS:

State—Those aspects of T & E that relate to parent involvement. The Office also responds to inquiries on standards and regulations for the elementary school years.

Federal—PL 95—561, Part D: Preschool Partnership Programs—Provides parents of three or four year olds with educational services.

SERVICES:

Limited technical assistance is provided to local districts through on site visits, occasional conferences and workshops. Telephone informational services are provided to parents about relevant statutes, codes, state and local resources, etc.

PRODUCTS:

"How to Select A Quality Preschool Program"—A slide/sound show with a brochure and listing of distribution sites.

5. BUREAU OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

PROGRAM OVERVIEW:

The Branch of Special Education and Pupil Personnel Services provides continuing and comprehensive educational services to handicapped children between the ages of 5—20, throughout New Jersey. This includes the funding, planning, monitoring and approval of special education programs and services to handicapped pupils in public, as well as non-public schools across the state (as required under N.J.S.A. Title 18A, Chapter 46 and P.L. 94-142).

PARENT INVOLVEMENT COMPONENT:

The Branch of Special Education and Pupil Personnel Services is committed to, and encourages, parental participation in the identification of needs, planning and providing programs and services to handicapped children. It supports the philosophy that parents should be properly informed and actively involved in all areas of planning for the special needs of handicapped children. The passage of federal legislation (P.L. 94-142) in 1975 further supported and enhanced this concept. New Jersey's own Special Education Rules and Regulations (N.J.A.C. 6:28) mandate parent involvement and have set forth specific guidelines to assure such involvement. These regulations provide for the participation of parents in the process of identification, classification, program planning and placement for the handicapped child, as well as involvement in the development of the district's annual plan. Their specific involvement relates to the following areas:

—**The Identification Process:** PROJECT CHILD FIND, is a toll free telephone number (800-322-8174) that refers parents of preschool children to assessment and screening centers in their locality.

—**The Referral Process:** Parents of pupils considered for referral services must receive in writing: the reason for referral, notice of due process rights, and a description of procedures used during evaluation.

—**The Classification Process:** Individualized Evaluation Plan (IEP)—Parents assist in its development, and receive a copy.

—**Due Process:** This explains the steps that parents and local districts must follow should disagreement occur in planning for the student.

—**Surrogate Parent Program:** This trains volunteers to protect the rights of handicapped children whose parents or guardians are unknown or unavailable.

RULES AND REGULATIONS:

State —**N.J.S.A. 18A, Chapter 46.**
N.J.S.A. Title 6, Chapter 28, Subchapter 1-10, Legislation under current consideration, Assembly bill A-538, will require the extension of services to children from birth.

Federal —**The Education for all Handicapped Children Act of 1975** (P.L. 94-142) guarantees specific services to handicapped children.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of a handicap against any handicapped person and further requires programs to be "physically accessible" to handicapped persons.

SERVICES:

New Jersey's Learning Resource Center (LRC) network, distributed among four regions (Northeast, Northwest, Central, South), assists the Branch of Special Education and Pupil Personnel Services in fulfilling the State mission in special education defined in an Annual Program Plan (pursuant to Public Law 94-142). The Centers also conduct and facilitate programs to enhance and update the skills and understandings of administrators, parents, child study team professionals, and other pupil personnel service specialists in speech correction, school counseling and health services.

PRODUCTS:

Special Education New Jersey Rules and Regulations—Part III Procedures For Due Process—summarizes the due process procedures with County Superintendent telephone numbers and addresses.

We Are Very Concerned About the Needs of Preschool Handicapped Children—explains the identification, screening, assessment and parent training for preschool children.

Special Education and Pupil Personnel Services—outlines the functions of special education staff in the local school districts and in the Department of Education.

The Handicapped Child's Rights to Free and Appropriate Public Education In New Jersey—outlines the rights of handicapped children and the educational opportunities available.

The Review Process for Parents and Schools: A Step In Due Process

El Procedimiento De Pepaso Para Los Padres Y Las Escucias: Un Paso Hacia El Debido Procedimiento De Lev—explains the reason, how to initiate what takes place, and the preparation for a due process hearing.

Help a Handicapped Child: Be a Surrogate Parent—answers questions about the needs and duties of the surrogate parent, outlines the Individualized Education Program, due process procedures and the various handicapped conditions.

The IEP Parent Involvement Training guide—includes suggested methods and materials which assist the personnel of local education agencies in preparing the parents of handicapped children for effective participation in the development of the individualized education programs for their children.

Child Find "How-To" Kit for Local Schools—offers answers to commonly asked questions, and assists local school districts in initiating an identification campaign for handicapped preschoolers.

Screening Children Ages 3-5—outlines the screening process for preschool children.

OFFICE FOR GIFTED AND TALENTED EDUCATIONAL PROGRAMS

PROGRAM OVERVIEW:

Gifted and talented education addresses the needs of children with outstanding abilities who are capable of high performance. Both federal and state departments of education recognize that these children require differentiated educational programs and services beyond those normally offered in the regular school program. Children who fit in the category of high performance include those who exhibit the following abilities, alone or in combination: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing art aptitude, and psychomotor ability.

PARENT INVOLVEMENT COMPONENT:

"Guidelines for Gifted and Talented Education Program" provides suggestions for parental and community involvement.

1. **Assessment of Needs, Immediate and Long-Range Goals**—The district's planning committee on the education of the gifted and talented identifies the needs and goals of the district. A statement of the community philosophy of education for the gifted should be made available to the community.
2. **Identification—Nomination.** When considering a student for a gifted and talented program, data should be gathered from a variety of sources including professional personnel, parents and community members.
3. **Differentiated Educational Plan and Curricula.** District Level—The plan should include an opportunity for all staff and, when appropriate, parents and the community to be informed about gifted and talented education. Under program options, it is suggested that students have access to resources beyond the classroom, such as other schools or nearby colleges and community internships.

RULES AND REGULATIONS:

State —**N.J.A.C.** 6:8-3.5a, 11 provides educational opportunities for exceptionally gifted and talented pupils.
—**N.J.A.C.** 6:4-1.1 et seq. "Equality in Educational Programs"

Federal —"Gifted and Talented Children's Education Act of 1978" (20 U.S.C. 3311 P.L. 95-561, Title IX, S 901, November 1, 1978). This Act provides funds to state and local educational agencies, institutions of higher education and other public and private agencies to plan, develop, operate and improve programs to meet the special educational needs of gifted and talented children.

C. *EDUCATIONAL IMPROVEMENT CENTERS*

PROGRAM OVERVIEW:

The four educational improvement centers (EIC) form the technical assistance system for local school districts that has access to information and services throughout the nation. Their services include:

—Answering inquiries about topics in education; they have a comprehensive educational information storage and retrieval facility.

—Providing personal technical consultation services.

—Organizing orientation, awareness, and training programs.

—Assisting in providing links to districts within New Jersey and anywhere in the United States.

In the area of parent involvement, the EICs provide uniquely distinctive activities.

PARENT INVOLVEMENT COMPONENT:

Educational Improvement Center—Central

The EIC-Central provides training for parent groups, encourages parents to come to workshops and use the Instructional Media Center. Many requests are received for workshops on preparing parents as teachers of basic skills to their children and most popularly, disciplining and motivating children.

The New Jersey Parenting Council is facilitated by the EIC. Its purpose of the Council is to identify and promote family life education within school, family and community to insure an effective means for strengthening the individual's quality of life.

Activities of the Council include two conferences a year; they are also developing a resource guide of agencies to help parents find assistance with problems such as teenage drinking.

Educational Improvement Center—Northeast

Facilitated by a Title II, Parent Participation Grant, EIC-NE developed a workshop series called "Helping Your Child in the Basic Skills." Presentations are in both Spanish and English. The course is offered each summer with an accompanying play group, with a fee charged.

PRODUCTS:

Future products include four manuals for parents to use at home and a manual for replication of the program.

—What Are the Basic Skills For Young Children
—Importance of Play
—How Do Children Think and Learn
—How Do Children Develop Listening, Naming, Speaking, Observing and Classifying Skills?
—How Are Mathematical Skills Developed?
—How Does Your Child Learn to Read?
—How To Help Your Child At Home
—How To Improve Your Child's Writing
—How Do You Encourage Your Child To Think and Solve Problems?
—How To Interpret Test Results
—Completion Of Course Certificate

CONTACT: Language Arts Consultants or Math Consultant, Educational Improvement Center—Northeast, 2 Babcock Place, West Orange, New Jersey 07052, (201) 731-8400.

Educational Improvement Center—Northwest

EIC-NC is training over 400 parents, teachers and youth workers as facilitators of the Fred Streit Family Based Prevention Workshops. The program is based on increasing evidence that the family is strongly related to the probability of how a child will achieve academically, possibly commit crime or abuse drugs and/or alcohol. Parents and their adolescent children voluntarily participate in six sessions in their own neighborhoods. These are not therapy sessions and families do not have any pre-diagnosed problems. The session topics are: Through The Eyes of Youth; But They're My Friends; Do My Parents Understand Me?; Do My Parents Love Me?; The Sexual Adolescent; and Why Can't I Do What I Want? EIC-NW has also received requests from parent groups for presentations in special education and preschool education.

CONTACT: Assistant Executive Director, Educational Improvement Center—Northwest, Building 3, 202 Johnson Road, Morris Plains, New Jersey 07950, (201) 539-0331.

Educational Improvement Center—South

The Parent Development Institute provides technical assistance to local school districts, board members, administrators, parent coordinators, parents and citizens. Components of training and awareness are:

—Parent Leadership Training—An in-depth series of training programs for representatives from various selected parental organizations and associations to assist them in developing skills on how to work effectively with the school system and educational agencies. Topics have included language usage; mathematics and reading at home; effective school conferences; parent courses; and parents as teachers of their children.

—Parent Coordinator Training—Turn key training and support services for school personnel responsible for parent program.

—Administrator Awareness Program—Activity programs and materials designed to foster and promote interest and receptivity to parent involvement. Two program presentations in this area are: "Recycling Parent Programs"—a look at existing efforts in order not to duplicate resources; "Parent Programs That Work"—panel discussion of local districts with successful programs.

—Statewide Parent Involvement Campaign—Design and development of a statewide parental involvement media campaign. A 13 part color videotape series, "Parents, Children and Their Schools", is currently shown on cable television and is available for dissemination.

—Parent Resource Center—Provides resource material, support and direct information.

PRODUCTS:

Packaged materials were developed for presentations and workshops in the above areas. A program guide is being developed for use in the "Parents, Children and Their Schools" television series.

—**A Guide For the Development of Parent Involvement**
—**A Structure for Parent Development Experiences**
—**Designing Effective Parent Experiences**—a presentation to the National Conference on Parent Involvement on the planning and implementation of parent development programs.
—**Private Funding of Parent Programs**—a survey of private funding for parent programs

CONTACT: Richard Titus, Educational Improvement Center—South, 207 Delsea Drive, Sewell, New Jersey 08080, (609) 228-6000.